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ABSTRACT

These guides are part of a toolkit designed to help young people make connections between the jobs they now hold, the classes they are taking, and the goals they may have for the near and distant future. The guides contain a variety of materials and activities appropriate for all skill levels. The activities in the student guide are grounded in the principles of the federal SCANS (Secretary's Commission on Achieving Necessary Skills) and All Aspects of the Industry studies. The facilitator guide contains classroom activities for practicing job skills in the classroom, while integrating academic skills. Topics include problem solving, reading, science, technology, writing, job search methods, communication, history and culture, and mathematics. It also lists resources for the facilitator and the student in the areas of general information, health and safety, sexual harassment, diversity and cultural competence, and curriculum development. The guide provides directions and materials for the Wheel of Careers Game and makes suggestions for working with parents. "The Question Box" provides questions and answers about critical thinking and health and safety issues and questions to get teens thinking about the world of work. Critical Workplace Issues contains four scripted classroom lessons on health and safety, sexual harassment, sexual orientation, and cultural competency.

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The lessons deal with laws, regulations, and policies. The student guide, meant to be completed by each student individually, contains questions to be answered and sections in which teens rate themselves on various job skills. In addition, several sections encourage young people to think about their future education and careers. (KC)

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Teens Working:
Turning Earning into Learning.
Facilitator Guide [and]
Critical Workplace Issues [and]
Student Guide

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THIS PUBLICATION WAS DEVELOPED BY THE NORTHWEST REGIONAL EDUCATIONAL LABORATORY (NWREL) WITH FUNDS FROM THE U.S. DEPARTMENT OF EDUCATION OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT. THE CONTENTS, HOWEVER, DO NOT NECESSARILY REFLECT THE VIEWS OF THE ABOVE OR ANY OTHER AGENCY IN THE U.S. GOVERNMENT.

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Many, many teachers, youth program operators and young people across the country contributed to the development of the activities in this product...far too many to list by name. However, we want to extend particular appreciation to the teachers and administrators in our partner sites in Kuna, Idaho and Sumner, Washington for their participation in the design and review of *Teens Working*.

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Andrea Baker, Keisha Edwards, Rosie Gordon Hunter, Shelley Washburn

NWREL, 2000

Introduction

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What is Teens Working: Turning Earning into Learning?

Teens Working: Turning Earning into Learning is a toolkit designed to help young people make connections between the jobs they now hold, the classes they are taking, and the goals they may have for the near and distant future. Young people often do not understand how the skills they are learning in school or community-based programs relate to the world outside of the classroom. At the same time, they often do not realize the wealth of skills that even the most basic of jobs can teach them. The *Teens Working* toolkit gives young people the means to improve their job performance, teaches them to identify the skills they are learning on the job, and helps them apply those skills to their goals.

THE TOOLKIT INCLUDES THE FOLLOWING:

- Facilitator Guide
- Student Guide
- Parent Guide
- Wheel-of-Careers Game
- Question Box Questions
- Critical Workplace Issues

Through a variety of flexible and thought-provoking learning options, the tools in *Teens Working* are designed to highlight the academic connections and transferable skills that are often hidden in teens' first jobs.

Why Teens Working?

Teens Working is based on the premise that many young people work at after-school and summer jobs during high school and that quality learning can occur at these jobs if teens, teachers, parents, and the business community are aware of the potential at hand. This toolkit is grounded in the belief that this learning can be challenging and fun for both the young person and the facilitator.

An increasing number of schools are requiring community-based learning experiences such as job shadows, workplace tours, and internships. But the business world may find it daunting to host all the students wanting or needing these experiences. Teens' "natural" jobs — those that they find for themselves after school and during summer breaks — can be a rich environment for discovering and improving transferable skills. And this toolkit gives them the guidance and support they need to learn on the job.

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Who is this toolkit for?

- Do you have youth with a wide range of skill levels in your classroom or program who are also working after school or in the summer?
- Do you have young people who are struggling to master basic reading, math, writing, or social skills?
- Are you working with students who would relish the chance to investigate complex topics such as the global economy and the legal rights of workers?

If you answered yes to any one of these questions, *Teens Working* is for you and the youth you serve.

The *Teens Working* toolkit includes a variety of materials and activities appropriate for all skill levels. It is intended for high school age youth who have jobs now, have held jobs in the past, or have done volunteer work. While the activities are grounded in the fact that most high school youth are working, many of the questions in the materials are both common and hypothetical. This toolkit is an excellent resource for all teens, and indeed for anyone who wants to practice problem solving, gain knowledge about careers and the connection to academic skills, develop opinions on interesting issues, and learn about workplace conditions and dilemmas.

Typical users of the *Teens Working* toolkit are classroom teachers, youth employment program staff, and others who are assisting young people in the quest for the skills required to be successful at work. Some materials in the toolkit, such as the Parent Guide and the Question Box Questions, can also be used effectively by parents and families to stimulate meaningful conversation about the lives of their teens outside the home. The words *youth*, *teen*, and *student* are used interchangeably here to mean any young person in a classroom or youth program.

How does Teens Working address SCANS, academic standards, and career-related learning?

Most states have academic benchmarks and standards that all students are expected to reach. Additionally, most states have a set of standards related to career development or career-related learning. *Teens Working* was designed to address both of these benchmark areas, with a particular emphasis on the career-related standards.

Many of the activities in this volume are derived directly from academic benchmarks in art, math, reading, and science.

The activities in the student guide are primarily grounded in two frameworks: SCANS and All Aspects of the Industry. In 1991, the Federal Government's Secretary's Commission on Achieving Necessary Skills (or SCANS) identified

skills and competencies necessary for work readiness in any occupational area. Among these transferable skills are teamwork, problem solving, using and applying information, using technology, willingness to learn, responsibility, speaking, listening, and so forth. All Aspects of the Industry (AAOI) is a framework suggesting that learners and employees will be more informed, employable, and flexible if they are familiar with all aspects of the industry they are learning about or working in. These aspects include planning, management, finance, production, technology, issues related to the local community, health and safety, and labor and unions.

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Activities and resources throughout the toolkit also address SCANS and career-related learning as well as academic performance standards. The three sets of questions for the question box are grounded in both SCANS and AAOI. The Health and Safety questions address legal considerations as well as more general information. The Critical Thinking questions have a strong emphasis on SCANS skills such as ethical decision making, personal responsibility, integrity and honesty, and communicating well with others. The World of Work questions are closely aligned with the AAOI framework.

All this is to say that if academic benchmarks, SCANS and AAOI are important to your program, then *Teens Working* will help you meet your goals. And if academic benchmarks, SCANS and AAOI are not concepts that your program embraces, *Teens Working* will still provide valuable learning opportunities for your youth.

What Teens Working is not

Teens Working is not the final word on matters related to teens and jobs. It is not about career exploration, career planning, or job searching (although there is some brief information included on such issues in the Student Guide). It does not teach students how to write a résumé or how to prepare for a job interview. There are many excellent classes, curricula, and programs designed to accomplish these goals.

Instead, this toolkit focuses on issues of importance to teens already holding jobs, including critical issues such as workplace health and safety, sexual harassment, and cultural competency. Additionally, it includes a list of resources to point you in the right direction if you choose to further explore these and other issues with your group.

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Using the Toolkit

In this section you will find a description of each of the six pieces of the *Teens Working* toolkit and tips for using them. Please note that you can find camera-ready copies of all student materials in a shrink-wrapped bundle in the kit.

COMPONENTS OF THE *TEENS WORKING* TOOLKIT:

- **Facilitator Guide** – you are reading it now!
- **Student Guide** – one bound booklet for you, plus shrink-wrapped, camera-ready pages for you to print for your students. You can bind or three-hole punch the copies you give your students.
- **Parent Guide** – your copy in the appendix of this volume, plus shrink-wrapped, camera-ready pages for you to print out and distribute.
- **Wheel-of-Careers Game** – your copy of game pieces and instructions for assembly and playing in the appendix of this volume, plus shrink-wrapped, camera-ready materials for you to print and assemble.
- **The Question Box** – your copy of the questions appear in the appendix of this volume. You will also find shrink-wrapped, camera-ready questions for you to print.
- **Critical Workplace Issues** – bound separately.

FACILITATOR GUIDE

What is it?

With its combination of activities, suggestions for extended study, and resource listings, this volume offers you the possibility of making *Teens Working* a significant part of your program or curriculum. Teachers may decide to give credit to those students who complete the Student Guide activities and who spend class and/or homework time on these activities.

The Facilitator Guide expands on the Student Guide, turning the topics and individual experiences explored in the Student Guide into group activities and projects. The Student Guide shows young people how academic and social skills are used in workplaces, while the Facilitator Guide offers activities and exercises for students to practice and improve these skills.

The *Teens Working* toolkit is constructed to be flexible. The activities in this volume can be used in any sequence, interspersed throughout the year, or completed as a unit in itself — whatever fits your learning environment.

Tips for using this Facilitator Guide:

- Meet with other staff and talk about how to use the activities in this volume. Consider combining *Teens Working* with curricula on related topics, such as career planning, technology, economics, labor history, or an English unit centered on narratives related to work.
- Give students time in the library and on the Web to explore the abundant information about the world of work.
- Compile a vocabulary list as you go through the materials, and when you're done with *Teens Working*, use the list to quiz students and review concepts. The vocabulary list could include OSHA, WTO, demographics, cultural competence, chain of command, and ethics.
- Use activities, such as articles for school newspapers, educational posters, student-written short plays, student-organized guest speakers, and so on, to encourage students to share with their peers what they have learned.
- Use the topics and resources listed in Critical Workplace Issues to expand *Teens Working* into a more comprehensive curriculum.

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STUDENT GUIDE

What is it?

The *Teens Working* Student Guide is a booklet designed to give students the tools and awareness to ask and answer questions about their jobs. It is meant to be completed by each student individually. The Student Guide contains questions to be answered and sections where teens rate themselves on various job skills. Several sections also encourage young people to think about their future education and careers. By reflecting on their jobs, and by considering their future in relation to their current job, teens can better understand the world of work and the connections between work and traditional academic education. They will also learn about the various job skills today's workplace requires, and they will be primed to improve their own job skills, turning their earning into learning.

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Tips for using the Student Guide:

- You will need to print a copy of the Student Guide for each student and either have it bound at a copy shop or punched with holes for use in a notebook. Find the camera-ready originals in the shrink-wrapped bundle in this kit.
- Consider completing a copy of the Student Guide yourself, based on your current job. Students could use it as an example, learning more about their school or program in the process.
- Talk to students about your own work experiences — both as a teenager and as an adult.
- You might want to write a letter to your students' employers and/or workplace managers about what the students are learning in *Teens Working*, and invite them to participate in the teaching and learning process. Some supervisors may make good guest speakers about workplace expectations and their own careers.
- Review with students how the Student Guide will be useful in the future. For example, their self-ratings can show them which skills they need to improve; they can use the resource listings to pursue pertinent information; the guide can help them document what job skills they have acquired; and their job description can help them when writing a résumé.
- In addition to signing the completed Student Guides, consider giving feedback. For example, you could comment on teens' plan of action for improvement in the section, "Reflection on Workplace Skills."
- Use class discussions, mini-lectures, or peer advice sessions to reinforce the suggestions in the Student Guide for balancing work and school and the actions students can take to ensure success in their chosen fields.
- Use the sample skills listed in the "Learning... Working... Learning... Working..." section of the Student Guide to inspire further ideas for activities and exercises.

PARENT GUIDE

What is it?

The Parent Guide encourages parents and families to join teachers in challenging youth to get the most out of their work experiences. Parents and guardians are in a unique position to assist their children in gaining insights about success at work. They are the anchor between work and school and their children's main source of information and inspiration.

The Parent Guide offers tips for helping teens get the most out of their current jobs. It includes:

- Reasons why we should give teens hope, purpose, and skills
- Ideas on how to start meaningful conversations about school, work, and career goals
- Places to find information on legal issues such as hours teens can work, safety regulations, and laws against discrimination

Tips for using the Parent Guide:
The *Teens Working* toolkit includes a copy of the Parent Guide in the appendix of this volume and a shrink-wrapped, camera-ready copy for you to print. You can print the Parent Guide on both sides of good 17 by 11 inch bond paper and mail it home to parents. Other possible uses for this information include:

- As an article in a newsletter for parents
- Excerpted in a series of memos home to parents
- Added to a handout at a back-to-school night or parent meeting

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WHEEL-OF-CAREERS GAME

What is it?
The Wheel-of-Careers Game engages students and teachers in making direct connections between classroom learning and the world of work. It is appropriate for two or more students and can be played again and again, offering new insights each time it is played. Hundreds of teachers and teens have used the Wheel-of-Careers Game in workshops across the nation and agree it is enlightening as well as great fun.

Students twirl a spinner and land on a number. Each number corresponds to a job on one of these lists: 1) common teen jobs, 2) common adult jobs, and 3) dream jobs. They then must connect that job to a skill listed on a card. With a wide variety of jobs and skills for students to connect, the game challenges students to see how mastering skills can help them gain more career options.

The Wheel-of-Careers Game requires light assembly. You can find the directions and materials for the game in the appendix of this volume.

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Tips for using the Wheel-of-Careers Game:

- Consider having students play this game before, during, and after completion of the Student Guide. Each time they play — and as they gain information and understanding — students will see more and more connections between what they are learning in class and the skills they use on the job.
- Begin playing the game with the "Common teen jobs" list, where students will have the most experience, and then move on to the "Common adult jobs" and "Dream jobs" lists.
- Save the record sheets to chart your students' progress over time and share these with students. Were they able to see more and more connections between work and learning?
- Have students interview people who are actually working in the jobs that come up during the game. They might ask how often these people use the skills listed on the cards or when was the last time they used these skills and in what capacity.
- Use this game as a starting point for conversations about the types of skills students will need to pursue their career choices. Ask them what they need to know and how and where will they learn these skills.

THE QUESTION BOX: 101 THOUGHTS AND QUESTIONS TO GET TEENS THINKING ABOUT THE WORLD OF WORK

What is it?

Pure and simple conversation is an excellent way to learn, and the Question Box contains three sets of questions that are designed to stimulate rich and challenging conversations with your teens. These conversations take place among students, with a teacher, with family members or friends; the bottom line is that youth will profit from talking about issues and challenges that they face at work.

The Question Box can help students improve their critical-thinking skills, awareness of workplace safety, and transferable job skills. Discussing the questions will help youth develop knowledge and opinions from which to make future decisions about actual work situations. The question box is a fun, easy, and portable way to create meaningful conversation about important workplace issues that are rarely discussed.

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Provided are three sets of questions, each on a different topic. Cut out the individual questions, place them in a shoe box or similarly sized container, go over the instructions with the young people, and you are ready to use the Question Box. The question sets include:

1. Critical Thinking and Problem Solving on the Job (CT)—includes ethical dilemmas for which there are no particular "right" answers
2. Health and Safety (HS)—answers are provided to some of these questions, as many of them do have correct and incorrect answers
3. World of Work (WOW)—these questions have no right answers

The questions are appropriate for all skill levels and can even be used with teens who have never worked before. The Critical Thinking (CT) and Health and Safety (HS) questions are ones that most any teen can easily understand and consider. You might start with these cards at the beginning of the *Teens Working* toolkit and move on to the more sophisticated World of Work (WOW) questions after your group has completed half or more of the Student Guide. The World of Work questions require youth to have some sense of what work is about and offer many opportunities for vocabulary and concept development.

A copy of all the questions (and the answers for the Health and Safety questions) can be found in the appendix of this volume, as well as camera-ready copies in the shrink-wrapped bundle. Have each set of questions printed on a different color of paper (astrobrites, or other colorful card stock paper, make great cards). You can print the "Health and Safety" questions with their answers on the back or keep the answers separate for your own reference. The questions are printed so that either you or a copy office can easily cut them to a uniform size that will fit into the box. Additionally, a template page is included for you to duplicate so that you and your students can design your own questions for the Question Box.

Tips for using the Question Box:

There is no "one right way" to use the Question Box; instead it offers many structured learning possibilities. Here are just a few:

- The Question Box can be used in a structured classroom as a "Question of the Day" or "Question of the Week." Have individual students, on a rotating basis, pick a question out of the box, offer their response, and then encourage the class to discuss how they might have handled the situation or responded to the question. These discussions can become dynamic and heated as young people advocate different methods of handling a customer or an issue with a supervisor.

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- The Question Box can be used in small groups, with students asking one another some of the questions and critiquing each others' answers from the point of view of a co-worker, a customer, or the boss.
- The questions can also be used to develop written and verbal communication skills, such as homework assignments to interview others about a question, as subjects for creative or humorous essays, or as topics to write about in student journals.
- The Question Box can be used to help prepare youth for real or practice job interviews. Many interviewers now ask "what if" questions of potential employees, such as "What would you do if a co-worker made a mistake and then told the supervisor that it was your fault?" This is one of the many questions in the Question Box that will prepare young people to think critically, believe in their own integrity, and develop a sense of ethical workplace behavior.
- Other possibilities include using the questions as:
  1. Public-speaking topics
  2. The basis for free-wheeling class discussions
  3. Topics for research projects and surveys
  4. And creative teens who can't think of anything to say to their parents at the dinner table can put the questions to positive use with their family – "So, Mom, what would you do if you caught someone shoplifting at a grocery store where you worked?"

CRITICAL WORKPLACE ISSUES

What is it?

While a job offers many opportunities for a teen to learn and practice valuable skills, it can also present challenges, some of which can be considered "critical issues." For example, a job may be the first place where young people interact with adults who are not family members, neighbors, or teachers. Young workers must get along with bosses and co-workers, some of whom may not be empathetic to the emotional needs of adolescents. As is the case with any employee, teens must arrive on time, deliver customer service, and learn to quit jobs responsibly. And they must balance their jobs with family, school, extra-curricular activities, and socializing with friends. All of these are critical issues for working teens, and any one could be the topic of a lesson or a major part of a work-related curriculum.

Critical Workplace Issues addresses four important topics in the form of lesson plans:

- Health and safety
- Sexual harassment
- Sexual orientation
- Cultural competency

These lessons deal with laws, regulations, and policies that can be complex and difficult to understand without guidance. Because objective information on these four issues — in the context of the workplace — may not be readily available to teens, it is included here as four scripted classroom lessons with background for the facilitator and a variety of related follow-up activities and resources.

Each of the four lessons in Critical Workplace Issues includes:

- **Rationale** for the lesson
- **Aim** or student outcomes
- **Things to consider** — what a facilitator might anticipate and plan for
- **Background information** on the lesson topic
- **Teaching tools** — a list of materials, student handouts, and overheads
- **Lesson procedure** — scripted for facilitator with activities and discussion prompts for students
- **Additional activities** or extended study
- **Related topics** — research topics related to the lesson
- **Student handouts/answer sheets/overheads** — camera-ready originals
- **Works cited**

Tips for using Critical Workplace Issues

- Use these lessons in conjunction with the Student Guide and other components of the *Teens Working* toolkit or as the basis for special workshops for working teens.
- Adapt and use information from the lessons as part of curricula for health, social studies, U.S. history, U.S. government, business practices, law, and career classes.
- Find additional information in the sources section on various issues, including Web site addresses for government departments and agencies regulating workplace practices.
- Use the subjects introduced in Critical Workplace Issues as topics for research reports, business letters, newspaper articles, creative writing projects, and other student assignments.

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Classroom Activities

TOPICS AND ACTIVITIES THAT CENTER AROUND TEENS' JOBS

In this section of the Facilitator Guide, you will find two different kinds of activities that your students can do together to practice and explore the connections between academic and job skills: 1) Practicing Job Skills In The Classroom and 2) About Working.

The activities in Practicing Job Skills in the Classroom help students connect academic skills directly to their jobs, while the activities in About Working help students explore their skills and jobs in the larger context of history and culture. By practicing and reflecting on job skills in a group setting, teens increase their retention of what they are learning both in the classroom and at work.

PRACTICING JOB SKILLS IN THE CLASSROOM

This section provides suggestions for ways to practice work-related skills in the classroom. Activities have been sorted by academic area. You can do several of these activities in one lesson, or weave individual exercises into relevant lessons.

Some exercises require equipment or materials, but most do not and can easily be written on the board or read to students and completed in a classroom setting. Let these exercises be a starting point only; encourage students to bring similar issues, challenges, and tasks from their workplace for other students to solve.

Art

- Design a sign advertising a product or service that is offered at your workplace. You can create your sign either by hand or on a computer, but make the words large enough to be read from at least 10 feet away. Use color and graphics, keeping the design simple so that the message is clear.
- Find quotes, words, and images that reflect your workplace and use them to create a collage that represents the company
- Create a new corporate image for your business. Design business cards, slogans, logos, letterhead, and product packaging (bags and boxes). Explain your thinking behind the designs you have created.

Communication

On the job, active listening can save time, money and sometimes even people's lives. Active listening includes:

1] Making appropriate eye contact

2] Reading and responding to body language

3] Making sure your own body actions/tone of voice match the words you are saying

4] Providing feedback to the speaker (paraphrasing): "If I am hearing you correctly..."

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- Get together with another student and perform a role play for the class showing active listening in a typical workplace interaction. This could be a situation such as listening to a customer's complaint, asking the boss a question, or answering the telephone. Ask your class to critique your performance. Which of your behaviors demonstrated active listening? Next, try active listening when you are at work. When you practice active listening, do you notice a different response from people than? Under what situations is active listening easy or hard to do?
- Conduct an informational interview with students in other jobs to see if there are positions or businesses you might want to explore further. How did they get their jobs? What skills do they use in their jobs? What do they like and dislike most about their jobs? Are they interested in pursuing careers with the companies where they work? Why or why not?
- Here's a skill that is quick and easy to learn and can improve the work place: giving compliments where they are due. Practice giving compliments to other teens first before you try it at work. Pair up with another student and give him or her two compliments. Below are sample openings for you to use, but remember that compliments are not compliments unless they are genuine and deserved.

  Openings for compliments could be:

  "I really appreciate it when you . . . "

  "I just wanted to tell you how much I like it when you . . . "

  "You always . . . and I really admire that."

  "One thing I really like about you is . . . "

- Now list three behaviors that you appreciate in a person you work with, such as answering questions cheerfully, helping others when the workload is heavy, or coming to work early. Pick a time to compliment your co-worker for these and other positive behaviors. After you have given your compliments at work, share with the class what that was like. Who did you compliment and why? How did the co-worker take the compliment? What did it feel like to compliment? What difference might compliments make in the workplace?

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Group and Team Skills

The first two activities require teachers to collect materials beforehand. Be sure each team receives an equal amount of objects. After each of these exercises, ask the students to reflect on their team skills. Who took leadership roles? How well did they work as a team? Do these exercises resemble situations at the students' jobs? When is teamwork most and least critical on their job?

- **Assembly Line Activity**

  For this activity, each team will need the following:

  1. An assortment of objects that will fill a shoe box
  2. A shoe box
  3. Newspaper
  4. String and scissors

  Divide into teams of three or four. Working as a team and against the clock, wrap each object in paper, tie the wrapped object with string, and pack it into the shoebox. Finish by tying the shoebox with string. How fast, neat, and organized was your team? When would you use a teamwork skill like this at work?

- **Sorting Activity**

  For this activity, each team will need many small objects such as buttons, staples, pencils, screws, paper clips, beads, pennies.

  Divide into teams of no more than four. Your task is to sort the objects by three categories that you determine. These could be such groupings as size, color, function, texture, or shape. Whatever categories you decide on, you must be able to explain them. The team that completes the sorting the most quickly "wins." The winning team should then lead a short discussion on team decision making at work.

- **Brainstorming a New Product**

  Get into small groups of five to 10 people. Pick a company that most of you have either worked for or know something about. Come up with a new product for your company to sell. Design a customer survey to determine needs or desires for your product, estimate material and production costs, and propose how you would test the new product on consumers.

Math

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- If you wanted to save $500 for a trip you were planning to take in six months, how much money would you need to put away out of your check each week? Remember to deduct the savings from your net weekly salary and to consider your current expenses. Does your job enable you to save $500 in six months and still have enough for your expenses? If not, what are your options?
- Suppose you are a server at a local restaurant and you have learned how important tips are to a waitperson's income. You become annoyed at your latest customers' tip. Their meal came to a total of $28.08, and they left you a tip of $1.90. Is this tip too small? About what percentage of the total did they leave you? What is the customary percentage to tip? Do you have an opinion about whether this is too high or too low?
- Conduct a survey of other students about work. Questions could include: Have you ever had a paying job? Are you currently working? How many nours per week did/do you work? What is your salary? What is the Number 1 problem kids face in employment? Put the information into colorful graphs or charts and share this data with teens in your school or program.

Problem Solving

Divide students into teams and have them work together to devise solutions to problems on their jobs. Encourage teams to spend a few minutes discussing possible advantages and disadvantages of their solutions. (Also, remember that the Question Box has 101 questions — from simple to sophisticated — that require critical thinking and problem solving.)

- Identify one problem at each of your workplaces. These could be problems with equipment, customers, co-workers, supervisors, or company rules. Discuss the parts of each problem and list possible solutions. How realistic and practical are your group's solutions? Would they work? Would you be able to offer them to your supervisor?
- Create role plays and skits about common situations or problems that confront teens on the job and present them to your class.
- Discuss with your team the status of recycling at the business where you work. What recycling is currently going on? How can a recycling program be implemented or improved? Can you think of ways to offset costs to your business (or even make a profit) through a recycling program? Design a proposal for recycling.
- Diagram your company's organizational structure on a piece of large paper and share your drawing with your team. Discuss whether or not you think this is an effective structure. Are there problems that arise from the way your company is organized? Can you or your group think of a better plan?

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- Discuss these questions with your team: If you were in charge of the place where you work, and could do anything you wanted, what changes would you make? Do you see places where you could save money or time at work? Can you identify ways to run the business more efficiently?

Reading

For the first exercise, ask students to bring to class written materials from their job that describe safety procedures, employee rights and responsibilities, or other work policies and procedures.

- Read a section of your employee materials and summarize the main points for the class. How much does your employer "go by the book"? Why do you think the employer wants you to know this information? And how beneficial is it? What would you include or omit if you were writing the same piece?
- From A to Z, the yellow pages list just about every business in your area and they are an excellent place to discover new career opportunities. Read through the yellow pages of the phone book and find three businesses that you might want to investigate further for a job. What interests you about these three?
- How do you think your company stacks up against the competition? Research industry standards. On the Internet or in the library, read about your company and its competition and then rate them. Share your findings with the class.

Science

- Describe or demonstrate to the class an important scientific principle that workers need to know on the job such as safe food handling, identifying fire hazards, extinguishing fires, or applying first aid for burns.
- What is time? Define it in your own words and then list as many instruments as you can think of that measure time. Consider how you use your time on your job and name instances when it is and when it is not important to measure time accurately.
- Name an insect that could affect the service or product your business offers and tell how. What is the life cycle of the insect and how can it be controlled or managed?

Technology

- So you've never sent a fax? Don't know how to put paper in the copy machine? Can't figure out how to get into the spreadsheet program on your computer? No problem. Learning these things takes only a few minutes and can save you a lot of time and trouble at work. Pair up with another student who knows how to use the technology you need, find the equipment in your school or program, and practice a new skill. After practicing your new skill, can you explain to another student what you have just learned? If so, you know what you're doing!
- Create and present an innovative ad campaign for a product or service your company sells. Use a computer, video camera, tape recorder, or other appropriate technology to produce flyers, ads, buttons, radio spots, etc.

Writing

- Write a letter to your boss explaining a complaint or concern you have about your job such as health or safety issues or workers' rights. Document your complaint with specific examples and use language appropriate to your purpose and audience.
- Write one or more of the following: a short personal essay that argues for or against a policy or procedure, a poem or song about the workplace, or a want ad for new staff at your company.
- Write instructions for an important task that you do on your job so that a person replacing you knows exactly what to do and how to do it.
- Write a one-page description of a day in the life of an employee at your workplace.
- Create a one-page information sheet geared toward teens that contains hints, tips, and suggestions on how to find a job, how to keep a job, and how to quit a job responsibly.

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ABOUT WORK

One way to turn teens' earning into learning is to help them locate their own job within the current economy and within the history of work. The following suggestions and exercises use the world of work to help young people practice their academic skills and at the same time place their skills in a cultural context.

Some of these exercises are more complex than those in the previous section and make excellent prompts for advanced students. With careful choosing, though, you will find activities here for all skill levels. To engage in these exercises, your students will need resources such as history books, dictionaries, encyclopedias, newspapers, and Internet access.

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Art

- Using history books and other resources for ideas and examples, draw pictures or make a collage depicting episodes in U.S. labor history. Episodes could include farm workers from the 19th century, women working in factories during WWII, or a famous strike.
- Draw, or otherwise create, a picture of yourself at work. Use this picture to illustrate your feelings about your job. (If you write music, the "picture" could be a song. If you paint, the picture could be a painting.)
- Study political posters and paintings depicting work and labor history. Learn the stylistic mechanisms that people have used to express their opinions through art. Using these as an example, create your own poster to portray your views of work or address a work issue that interests you.

Communication

- Make a presentation to other students about how your job fits into today's global economy. The presentation can be more than just verbal — be creative! For example, if you work in a McDonald's, you could bring in a map of the world with arrows drawn between yourself in your McDonald's and a person in South America herding the cattle that will become the meat at your McDonald's. Or you could pinpoint on the map all the countries where there are jobs like yours at McDonald's.
- Using your knowledge about your job, and the business for which you work, explain to other students your role within the company. Outline the organizational structure of your business and the jobs necessary to make the company run. Explain the different skills people use in each department of your company. Finally, explain how employees in different jobs are tied in to the global economy. For example, why does someone in marketing need to know about other cultures? Be creative in your presentation — use diagrams and other visual aids.
- Pair up with another student and choose one of you to pretend to be someone from 1900. The other person should try to clearly and briefly inform the 1900 person of the changes that have happened between 1900 and 2000 that have affected the world of work. These changes could include demographic changes such as many more women in the workforce; political changes such as the Americans with Disabilities Act; or technological changes such as the invention of the car, the airplane, and the computer — all of which have greatly affected our jobs and the economy. The 1900 person should be prepared to truly act like someone from 1900 by being amazed at the existence of such things as airplanes and demanding explanations from his or her partner.

History and Culture

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- Research significant inventions such as the cotton gin and the electric light bulb. How did inventions like these change the way people worked? Create an "invention timeline" with dates, drawings, and short descriptions of important inventions. Are there any recent inventions in your workplace or industry? Add them to the timeline as well.
- Find out how people manufactured goods in the 19th century. Do those old fashioned "sweatshops" exist now? Write a short expository paper explaining how work has or has not changed. Give reasons for your stand. (Hint: Research the hours people work in this and other countries. How much do people get paid? And what benefits do they receive?)
- People often create their own mini-cultures around their work, with their own jokes, stories, and ways of dressing and talking. Describe the culture of your workplace. Is it a formal or informal environment? Who are some of the legendary figures at your workplace? What are a few of the jokes and sayings around your job?
- Add to the culture of your workplace by writing a song about it. (If you want, you can just write the lyrics and find some existing music for the tune.)
- Find an historic example of a piece of culture — a song, a poster, a hair or clothing style, a chant — and bring it in to present to the class. Be prepared to share with the class some information about the item: its context and origin, its meaning, how it related to people's feelings about their work, and so on.
- Choose a specific time period from the 1870s through the 1980s, and study the labor culture of the period. What feelings about work did the population have? Write a short summary of your findings.

Math

- Suppose you had to support yourself (i.e., you don't receive any money from your parents or anyone else) on the salary you now earn. Calculate how many hours per week you would have to work to support yourself in your current lifestyle. Consider such expenses as school supplies, entertainment, clothes, presents, books, music, health insurance, transportation, and decide upon an amount you would pay to your parents for rent and food. Also figure in taxes (just find out the basic state and federal income tax levels). How many hours per week would you need to work to break even? If the answer is more than 40 hours a week, next calculate what your hourly wage would need to be to get by on 40 hours per week. Also calculate what your salary would need to be to get by on 20-30 hours per week (so that you could go to school).
- Suppose Person A earns $6.50/hour, and works 50 hours per week. Person B's wage is $23/hour. How many hours a week would Person B need to work in order to earn the same amount (per week) as Person A? Is it legal

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for you to work 50 hours a week? Are there positions in your company that pay $23 an hour?

- How many hours will you work throughout your life? First, begin by making up an amount of hours per week that you will be working throughout the rest of high school and during extended training or college. Then, supposing you start working full-time immediately after extended education, calculate the number of hours you will work until you retire (take yearly vacations into account). Finally, some people take part-time jobs after they retire. You may wish to add in a number of hours for that. What's the grand total? Compare your total with others in your group. Ask an adult in your family to do the same calculations and compare this with your estimate. Next translate these estimates into days, months, years, and decades.

Reading

- Learn or review the following vocabulary related to U.S. work history: Affirmative Action, the AFL-CIO (American Federation of Labor-Congress of Industrial Organizations), industrialization, the 1964 Civil Rights Act, the Americans with Disabilities Act, the Family and Medical Leave Act. Choose the one you feel is closest to your heart, for whatever reason, and write a paragraph or short essay describing its significance to you.
- Learn or review vocabulary pertaining to today's global economy: transnational corporation (TNC), multinational corporation (MNC), free trade, World Trade Organization (WTO), North American Free Trade Agreement (NAFTA), global economy, electronic commerce, International Monetary Fund (IMF), the World Bank, a.k.a., the International Bank of Reconstruction and Development. Pick one of these and explain its impact on the industry in which you work or how it may affect your industry in the future.
- Learn or review the following phrases related to the world of work: blue-collar, white-collar, union, sub-contractor, temporary worker (temp), work ethic, family leave, service economy, corporation, chief executive officer (CEO). Pick one of these and research its past and present status in today's U.S. economy.
- From world literature, choose a novel, short story or nonfiction piece about work. Read your piece and write a short explanation of its theme. What was the main message of the piece and what evidence can you cite from the text for your opinion? In what ways does the message connect with or apply to your current job?
- Read and summarize research and predications about the future of work. You can find on the Internet many good futuristic Web sites that look at trends in demographics, technology, and culture. How will these trends affect the way that people work? What are some scenarios that you think sound possible and which ones would you like to see happen?

Science

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- Consider the research and development branch of your company. Imagine and list any current research you think your company might be working on and describe the scientific work involved in developing that research into a product or service.
- Investigate the global economy and write a short paper summarizing your findings. How have scientific and technological developments helped create a global economy and where does your company fit in to this economy?
- What do you think are the five scientific and/or technological inventions of the 20th century that have most changed the way we work? Pick one or more and describe the resulting changes.

Writing

- Write an ode (in praise of) or an anti-ode (a criticism) to work. A good example is the poem "Work!" by Angela Morgan.
- Write a one-page history of NAFTA, WTO, or the Euro currency. (This will require some research.)
- Write the job description for your current job (you may use the one from the Student Guide if you have already done it). Next write all the things in your job description that you couldn't have done, or wouldn't have been able to do, had you had this job in 1870 (i.e., use a computer, use a dishwasher, use manufactured chemical products to clean). Finally, write a detailed job description for what your job would have been like in 1870 (i.e., wash dishes by hand, calculate change by hand).
- Write a quote that expresses your beliefs and feelings about work. Here are two examples:

  "A man is a worker. If he is not that, he is nothing." — Joseph Conrad

  "No bees, no honey, no work, no money." — Proverb

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Resources for the Facilitator and the Student

GENERAL

I. Resources

"A Quick Look at the Fair Labor Standards Act," http://www.dol.gov/dol/opa/public/summer/guide/flsa.htm

"America's Working Teens," a series on National Public Radio, can be heard with RealAudio. Go to http://www.stw.ed.gov/ht/teens.html

Fighting for the Rights of Employees with Disabilities, an AFSCME Guide (AFSCME is the Association of Federal, State, County, and Municipal Employees), http://www.afscme.org/wrkplace/disab_tc.htm

A sample accommodation request form and a sample discrimination complaint form can be found online through this site, as well as a list of interview questions no longer allowed under the ADA, and information on how to file a complaint

Fraser, B.S., *Working! A guide for young adults.* (Washington, D.C.: National Institute for Work and Learning, Academy for Educational Development, 1992). A 10-page guide addressing school and work concerns, earning and learning, the importance of a high school diploma, and worker rights and responsibilities. To order: National Institute for Work and Learning, Academy for Educational Development, 1875 Connecticut Avenue, N.W., Washington, DC 20009; 202-884-8000

It's your job... These are your rights. (Washington, D.C.:AFL-CIO, 1994) A brochure from the AFL-CIO Human Resources Development Institute in cooperation w/ U.S. Department of Labor. (1994). Washington, D.C.: AFL-CIO. A brochure for teens on their rights under federal laws including pay, hours, health and safety, and relevant phone numbers for each state labor department. To order: AFL-CIO, Human Resources Development Institute, 815 16th Street, N.W., Washington, DC 20006; 202-638-3912

Meltzer, M, *Cheap raw material.* (New York: Viking Press, 1994). This book for teenagers gives a history of child labor in the U.S. up to the present time. As quoted from the book, "Learn about the people who struggle to stop the exploitation of 'the cheapest raw material,' and what you can do to ensure your rights as you join the work force." A chapter addresses questions that a teen should ask before becoming employed.

OSHA Fact Sheets, 01/01/1995 — OSHA: Employee Workplace Rights and Responsibilities, http://www.osha-slc.gov/OshDoc/Fact_data/FSN095-35.html

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Special Hazard Review: Child Labor Research Needs. Recommendations from the NIOSH Child Labor Working Team, U.S. Department of Health and Human Services, Public Health Services, Center for Disease Control and Prevention, National Institute for Occupational Safety and Health, August 1997, http://www.cdc.gov/niosh/97-143a.html Has information on "risk factors unique to children and adolescents," "psychosocial effects of youth employment," regulations, and "NIOSH projects focused on children and adolescents."

II. Organizations

Child Labor Coalition
c/o National Consumers League
1701 K Street, N.W. Suite 1200
Washington, DC 20006
202-885-3323
Coalition of groups working to strengthen child labor laws and enforcement on state, federal, and international level.

The Interstate Labor Standards Association (ILSA), http://www.ilsa.net. An organization of state labor department officials that can provide information on state agencies that administer and enforce child labor standards.

Job Accommodation Network, 800-526-7234 (voice/TDD). Call for information on how to accommodate a specific individual with a disability.

The National Child Labor Committee
1501 Broadway, Suite 1111
New York, NY 10036
212-840-1801
"The National Child Labor Committee is a private, nonprofit organization that promotes the rights, dignity, and well-being of children and youth with regard to work. The Committee focuses its efforts primarily in four critical areas: helping prepare young people for adulthood and the world of work; preventing the exploitation of children and youth in the labor market; improving the health and education opportunities for the children of migrant farm workers; and increasing public awareness of the daily work done on behalf of the nation's children."

Regional Disability & Business Technical Assistance Centers, 800-949-4232 (voice/TDD)

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HEALTH AND SAFETY

I. Resources

"Are You A Working Teen?, What You Should Know About Safety and Health on the Job," from NIOSH, http://www.cdc.gov/niosh/adoldoc.html.

"Babysitter's Guide to Safety," http://www.stayout.com/babysit.html.

"NCL Alert: Five Worst Teen Jobs," http://www.stopchildlabor.org/Five%20Worst%20Teen%20Jobs.html.

NIOSH has a poster regarding teens safety rights on the job, and they have a pamphlet, "Are You a Working Teen? — What You Should Know About Safety and Health on the Job." For a copy of the poster, DHHS (NIOSH) Publication No. 98-120, and/or the pamphlet, DHHS (NIOSH) Publication No. 97-132, call the toll-free NIOSH information number, 1-800-35-NIOSH (1-800-356-4674).

"Preparing Teens to Work Safely," from the "Employer's Guide to Teen Worker Safety," http://www.dol.gov/dol/opa/public/summer/guide/preparing.htm. Four measures employers can take to help keep their teen employees safe on the job.

"Preventing Deaths and Injuries of Adolescent Workers," NIOSH Alert: May 1995, DHHS (NIOSH) Publication No. 95-125, http://www.cdc.gov/niosh/childlab.html. With section on what employers and educators can do, and descriptions of which jobs/activities are particularly dangerous for adolescents.

"Protecting Working Teens," http://www.dol.gov/dol/opa/public/summer/facts.htm, from the U.S. Department of Labor.

Seebacher, Noreen, "Job Safety: Guidelines teach teens how to avoid job in juries," http://www.detnews.com/1997/metlife/9707/08/07080072.htm.

"Violence in the Workplace: Risk Factors and Prevention Strategies," http://www.cdc.gov/niosh/violrisk.html.

"Work-Related Injuries and Illnesses Associated With Child Labor — United States, 1993," from the Morbidity and Mortality Weekly Report, June 7, 1996/Vol. 45/ No. 22, U.S. Department of Health and Human Services.

Work Safe This Summer: Employer's Guide to Teen Worker Safety, http://www.dol.gov/dol/opa/public/summer/employer.htm.

II. Organizations

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The National Institute of Occupational Safety and Health, NIOSH can be found on the Internet at www.cdc.gov/niosh.

National Institute of Occupational Safety and Health
Robert A. Taft Laboratories
Cincinnati, OH 45226-1998
1-800-356-4674

The Occupational Safety and Health Administration, OSHA, can be found on the internet at http://www.osha.gov/.

U.S. Department of Labor
Occupational Safety & Health Administration
Office of Public Affairs- Room N3647
200 Constitution Ave
Washington, D.C. 20210
202-693-1999

Young Worker Safety & Health Network Homepage,
http://www.stw.ed.gov/youngworkers/index.htm

SEXUAL HARASSMENT

I. Resources

EEOC, "Enforcement Statistics and Litigation,"
http://www.eeoc.gov/stats/index.html.

"Facts About Sexual Harassment," from the EEOC,
http://www.eeoc.gov/facts/fs-sex.html.

"Filing a Charge," from the EEOC, http://www.eeoc.gov/facts/howtofil.html

Greenhouse, Linda, "Law Prohibits Same-Sex Harassment in the Workplace, Justices Rule," *The New York Times*, March 5, 1998, http://www.yvonnes-place.net/news/oncale_opinion.htm or can be ordered through http://www.nytimes.com/archives.

"Legal Definition of Sexual Harassment,"
http://www.de.psu.edu/harass/LEGAL/define.htm. This page will also link you to definitions of quid pro quo sexual harassment and hostile work environment sexual harassment.

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Roberts, Barry S. and Richard A. Mann, "Sexual Harassment in the Workplace: A Primer," http://www.uakron.edu/lawrev/robert1.html.

Rubin, Paula N., "Civil Rights and Criminal Justice: Primer on Sexual Harassment," http://www.ncjrs.org/txtfiles/harass.txt

"Sex, Power, and the Workplace," a half-hour video, http://www.sexualharass.com/

"Sexual Harassment Facts," http://www.sexualharass.com/facts.htm, also by Lumina Productions

"Sexual Harassment in the Workplace," http://www.discriminationattorney.com/harasswk.html.

Sexual Harassment Quiz, http://www.sexualharass.com/quiz/quiz.htm, by Lumina Productions, which produces a video on sexual harassment

"Sexual Harassment: What Every Working Woman Needs to Know," http://www.cs.utk.edu/~bartley/other/9to5.html, by the organization 9to5

Stein, Laura W., *Sexual Harassment in America: A Documentary History, American History and Contemporary Issues*, Primary Documents in (ISBN: 1069-5605) (Greenwood Press, Westport, Conn. 1999). Can be ordered via the Internet, through Greenwood Publishing Group, Inc., http://info.greenwood.com/books/0313301/0313301840.html.

"What to Do if You or Someone You Know is Sexually Harassed," from the Feminist Majority Foundation, http://www.feminist.org/911/harasswhatdo.html

"Written Resources about Sexual Harassment," http://www.kzoo.edu/hdsr/k95df01/written.html, has links to various sites

II. Organizations

9to5, Natl. Association of Working Women
614 Superior Ave. NW
Cleveland, OH 44113
1-800-522-0925

Center for Women Policy Studies
1211 Connecticut Ave. NW, Suite 312
Washington, DC 20036
202-872-1770

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Coalition of Labor Union Women (CLUW)
1126 16th St. NW, #104
Washington, DC 20036
202-446-4610

Institute for Women and Work School of Industrial and Labor Relations: Cornell University
15 East 26th St., 4th Floor
New York, NY 10010
212-340-2812

National Bar Association, Women Lawyers Division,
1130 17th Street, N.W., Suite 210,
Washington, D.C. 20036,
202-842-3900

National Job Problem Hotline
1-800-522-0925

U.S. Department of Labor, Women's Bureau
200 Constitution Ave. NW
Washington, DC 20219
202-219-6659
Can provide a list of sexual harassment resources

U.S. Equal Employment Opportunity Commission
1801 L Street, N.W.,
Washington, D.C. 20507,
1-800-669-EEOC

SEXUAL ORIENTATION

I. Resources

"Automotive Workplace Issues, 'Should I come out on my resume?', Experts share experiences with lesbian, gay, bisexual, and transsexual students," article, http://www.fordglobe.org/1999/02/btl/resume.html

"Creating Safe Schools for Lesbian and Gay Students: A resource guide for school staff," http://www.twood.tripod.com/guide.html or http://www.sexuality.org/1/incoming/glschool.html.

Ellis, Alan L. and Ellen D.B. Riggle, *Sexual Identity on the Job: Issues and Services*. (Haworth Press, 1996).

Gay Workplace Issues Homepage,
http://www.nyu.edu/pages/sls/gaywork/gaywkpl.html.

In the Life, National PBS Gay and Lesbian TV Show
30 West 26th Street, 7th Floor
New York, NY 10010
212-255-6012, Fax: 212-255-6097
info@inthelifetv.org

Information on ENDA, the Employment Non-Discrimination Act, Human Rights Campaign, http://www.hrc.org/issues/leg/enda/ and http://www.hrc.org/issues/leg/enda/endafact.html

"Job Discrimination Against Gays Remains Widespread, Legal: Victims Attend Hearing on Landmark Bill to Outlaw Such Practices," Human Rights Campaign, http://www.hrc.org/issues/leg/enda/hearing.html.

"Out at Work: Lesbians and Gay Men on the Job," video, Tami Gold & Kelly Anderson, AndersonGold Films, tamigold@mindspring.com, 1996; distributed by Frameline, Desi del Valle, desi@frameline.org, phone 415-703-8654.

"Out at Work: America Undercover," HBO version video, Tami Gold & Kelly Anderson, AndersonGold Films, tamigold@mindspring.com, 1999; distributed by AndersonGold Films, 212-982-7222.

Rasi, Richard A. and Lourdes Rodriguez-Nogues, Eds., *Out in the Workplace: The Pleasures and Perils of Coming Out on the Job.* (Alyson Publications: Los Angeles, 1995). Can be ordered through amazon.com.

"Sexual Orientation Discrimination in Employment: A Guide to Remedies," by Lambda Legal Defense and Education Fund, online at http://www.lambdalegal.org/cgi-bin/pages/documents/record?record=122.

Transgender Employment Links, http://www.gendersantiy.com/resources.shtml.

II. Organizations

Human Rights Campaign
919 18th Street, NW,
Washington, DC 20006,
202-628-4160, fax: 202-347-5323,
hrc@hrc.org

Pride at Work, Lesbian & Gay Labor Network
Box 1159, Peter Stuyvesant Stn.
New York, NY 10009

Pride at Work
655 14th Street
San Francisco, CA 94114
415-861-0318, 415-284-7519,
http://www.prideatwork.org

DIVERSITY AT WORK/CULTURAL COMPETENCE

I. Resources

"Assignment One," explains two games to help students think about cultural barriers: Help the Vulcans, and Selling Hot Dogs in India. Online at http://www.indiana.edu/~wanthro/e104ass1.htm.

Blank, Renee, and Sandra Slipp, *Voices of Diversity: Real People Talk About Problems and Solutions in a Workplace Where Everyone Is Not Alike.* 1994. ISBN: 0814402178. Discusses issues concerning African-Americans, Asian-Americans, Latinos, recent immigrants, disabled workers, gays and lesbians, younger and older workers, women, and white men. For each group it talks about their background and values, examples of communication barriers, comments from group members, and a summary of what the group sees as its most common problems.

"Cultural Competence," http://www.health.org/pubs/primer/culture.htm, Prevention Primer: Cultural Competence.

DuPraw, Marcelle E. and Marya Axner, "Toward a More Perfect Union in an Age of Diversity: Working on Common Cross-cultural Challenges," http://www.wwcd.org/action/ampu/crosscult.html, A More Perfect Union guide.

Hogan-Garcia, Mikel, *The Four Skills of Cultural Diversity Competence: A Process for Understanding and Practice.* (Brooks/Cole Publishing Company, 1998) ISBN: 0534343015. Can be ordered online through Barnes&Noble.com. "Outlines the four basic skills which provide a basis for understanding and practicing sensitivity to cultural diversity. Designed to be interactive, the workbook provides worksheets, self-tests, and strategies for understanding diverse cultures, developing action plans, and recognizing barriers to effective communication."

Martin, Stephen, "Cross Cultural Competence: What is it and how do I get some?," http://www.itapintl.com/SIETAR3142000abridged/sld001.htm, an on-line slide show.

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"Voices of Diversity," http://krypton.mankato.msus.edu/~cbury/web/Courses96-7/Student/wheelbook.html. A book-review that lists what African-Americans, Asian-Americans, Latinos, workers with disabilities, gays and lesbians, younger and older workers, women, and white males see as the most common problems in the workplace.

"Why Organizations are Valuing and Managing Diversity," National Center for Research in Vocational Education, 1998. Available online at http://www.vocserve.berkely.edu/Abstracts/MDS-934/MDS-934-WHY.html

Zemke, Ron, Claire Raines, and Bob Filipczak, *Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace.* (Amacom, 2000). ISBN: 0814404804) Can be ordered online through barnesandnoble.com.

II. Organizations

NAACP Labor Divisions
4805 Mt. Hope Drive
Baltimore, MD 21215
410-358-8900
http://www.naacp.org/labor/

The National Coalition Building Institute, NCBI
http://www.ncbi.org/

CURRICULUM DEVELOPMENT

I. Resources

America's Career Infonet, http://www.acinet.org/acinet/.

AskERIC, http://ericir.syr.edu/ithome/askeric.htm.

The Bureau of Labor Statistics' Occupational Outlook Handbook (OOH), http://stats.bls.gov/ocohome.htm.

Career Resource Library, online at http://acinet.org/acinet/resource/.

Connections: Linking Work and Learning. A set of 8 products designed to help structure and document learning in the community. Available from Northwest Regional Educational Laboratory, 101 S.W. Main St. Suite 500, Portland, OR 97204, 503-275-9500. $123.00 for the set; individual product prices available upon request.

FEDSTATS, http://www.fedstats.gov/.

Jacobs, Lauren, ed., "Resources for Teaching All Aspects of an Industry," Center for Law and Education Vocational Education Project, 1996. Can be ordered online at http://www.stw.ed.gov/products/444/444.htm.

PBS Literacy Link, http://www.pbs.org/literacy/.

"Teaching Tolerance," bi-annual publication of the Southern Poverty Law Center. "Articles, case studies and resources to help adults teach tolerance. Mailed at no charge to educators and groups exploring related issues. Contact Teaching Tolerance, 400 Washington Ave., Montgomery, AL 36104; fax 205/264-3121."

The U.S. Department of Education, http://www.ed.gov.

Workmatters. A curriculum designed to help youth ages 14 to 18 develop the skills, habits, and self-knowledge they need to succeed in the workplace. Available from Contemporary Books, 4255 West Touhy Avenue, Lincolnwood, IL 60646, 800-998-3103. $325 for the set; individual unit prices available upon request.

A curriculum based upon SCANS competencies and skill standards of the industries that employ many entry-level workers: grocery, retail, hospitality, food service. It is designed to be used by all those interested in improving the job-related skills of young workers or other employees in entry-level positions. Available from Public/Private Ventures, 2005 Market Street, Suite 900, Philadelphia, PA 19103, 215-557-4465. $125 for the set; individual binder prices available upon request.

NOTES

deep thoughts · doodles

Appendix: Originals

Teens Working

Turning Earning > Into Learning

PARENT GUIDE

Your teenager is exploring the connections between education and work through a variety of activities called *Teens Working: Turning Earning into Learning*. Students often do not understand how the information they are learning in class relates to the world outside of the classroom. In addition, they do not realize that the most basic jobs can teach them valuable skills that can transfer to future careers. The information and activities in *Teens Working* are designed to help teens make these connections.

This parent guide offers tips for helping teens get the most out of both school and work and to apply what they are learning to decisions about their future.

What Parents Can Do

Passion for your work is the best predictor of success, according to educator Susan Quattrociocchi. By encouraging children to take advantage of opportunities that will help them discover their special interests and skills, parents can increase the possibility that their children will find work that ignites their passion.

On the other hand, points out Quattrociocchi, telling children what a hard world it is out there discourages them. The most important task for parents, she says, is to "give our children realistic hope, a sense of purpose, and marketable skills for the future."

Her advice to parents is to:

- Discuss your own job and present it in a positive light.
- Encourage your teen to see value in work.
- Talk with your child about his or her job and what can be learned from it.
- Encourage your child to take jobs tied to career goals.
- Help your child get math and reading skills up to grade level. Because higher literacy levels mean higher wages, work with your child's school to raise basic skills.

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Talking Together

Research shows that students involved in work-based learning do better academically than students in traditional school programs. Why? Because when students can describe what they are learning at work, they begin to value and improve their academic skills. You can help your child understand what he or she is learning at work by starting conversations about the job.

Basic Conversation Starters

- What's the funniest or weirdest thing that happened at work today?
- What's the hardest thing that happened at work?
- What did you do really well at work today?

Conversations about Skills

Show your child your own resume and explain what it is you do every day. Point out the skills you use on the job: academic, technical, people skills.

Help your teen to solve problems. Share problems from your work and ask your child how he or she would solve them. Discuss how problems were solved at your work site.

Ask your teen:

- What duties do you like on your job? What are you good at? What skills do you need to improve?
- What experiences and skills will you need to achieve your future goals? What specific math, language, social science and science skills will you need?
- What was a problem you had at work that you solved? How effective was your solution?

Conversations about Career Goals

Talk with your child about the future: where she or he wants to be and how to get there. Help your child develop a specialty.

Teach your child to understand the power of contacts and knowing people: neighbors, friends, teachers. Discuss the benefits of internships and finding mentors who can help advise and guide youth, especially in a career choice.

Ask your teen:

- Are there positions in your company that relate to your current career interests? If so, how would you go about applying for one of these positions?
- If you could run your own business, what would it be?
- What are learning at work that you can use in your ideal career?

Conversations About Safety

By knowing what your teen does on the job, you can gauge how safe it is. Find out about duties, supervision, new equipment.

Ask your teen:

- What tasks and equipment do you use on the job?
- What would you do if someone asked you to perform a task that you had never done before?
- What if someone asked you to do hazardous work, such as operating a power-driven meat slicer or a power-driven woodworking machine like a circular saw?
- What would you do if you got injured?

Legal Issues Around Teens Working

Hours

Teens who are always tired, losing interest in school, or too busy for family and friends could be working too many hours. Here are some suggestions about how long your teen should be working:

Under 16 years old

Federal and state governments have their own laws and guidelines about the hours teens should work. Under Federal law, youth under 16 cannot work more than three hours on a school day and 18 hours in a week. During summer, they can work no more than 30 hours per week.

16- and 17-year-olds

Although the government has not set guidelines for 16- and 17-year-olds, the National Consumers League recommends no more than four hours on a school day and 20 hours per week. For summer employment, older teens should work no more than 40 hours per week.

Check with your state Department of Labor for specific questions about the laws in your state.

Safety

Nearly 200,000 young workers are injured in the workplace every year. It's important to help teens choose jobs appropriate for their age. For example, do you know that the law prohibits your teen from driving as an occupation or from operating, cleaning, or disassembling the power-driven slicers found in grocery stores and restaurants? According to the National Consumers League, the following jobs are dangerous for youth:

- Delivery/operating equipment: operating and riding on forklifts and other motorized equipment
- Working alone handling cash: in convenience stores, gasoline stations, and fast food establishments
- Traveling youth crews: selling candy, magazine subscriptions in distant cities and across state lines
- Jobs where employers pay "under the table" wages
- Construction: including working in heights and contact with electrical power

If you have questions about laws that protect young workers, contact your state Department of Labor for information or to report violations.

A Final note...

Youth develop a sense of self, purpose and satisfaction when school and work are mutually supportive. Parents play a key role in stitching the two together.

Resources

Giving Children Hope and Skills for the 21st Century by Susan Quattrociocchi, Ph.D. & Barbara Peterson, M.A. For more information, contact WOIS/The Career Information System, 1415 Harrison Ave. NW. Suite 201 Olympia WA 98502
U.S. Equal Employment Opportunity Commission

For more information on dangerous jobs and other concerns around teens working, contact the National Consumers League. Their address is National Consumers League, 1701 K Street, NW, Suite 1200, Washington, DC 20006
www.natlconsumersleague.org/welcome.htm

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Wheel-of-Careers Game
ASSEMBLY

HOW TO ASSEMBLE THE WHEEL-OF-CAREERS GAME EASY!

Materials in the kit

- Three job lists
- 1 Wheel-of-Careers wheel and spinner template
- skill cards originals
- 1 record sheet (use to make duplicates)

Additional materials you'll need

- scissors
- glue
- piece of cardboard or posterboard
- colorful card stock (astrobrites)
- brass fastener

Directions

- Cut out the wheel and spinner.
- Trace their outlines onto cardboard or posterboard and cut out these pieces.
- Glue the wheel and spinner onto their cardboard pieces.
- Poke a hole in the middle of the wheel and another one midway through the spinner. Attach the spinner to the wheel with a brass fastener.
- Print the two sets of skill cards on card stock (astrobrites, or other wonderfully colorful card stock paper, make great cards). Cut out the skill cards. The cards are formatted so that either you or a copy office can easily cut them to a uniform size.
- Photocopy the record sheet.

Now you're ready to play. Just remember to photocopy more record sheets for new classes and games.

TEENS WORKING

Wheel of Careers

Assembly directions

1. Cut out the wheel and spinner.
2. Trace their outlines onto cardboard or posterboard and cut out these pieces.
3. Glue the wheel and spinner onto their cardboard pieces.
4. Poke a hole in the middle of the wheel and another one midway through the spinner. Attach the spinner to the wheel with a brass fastener.

Wheel-of-Careers Game

HOW TO PLAY WHEEL OF CAREERS

Purpose of game:

To help students and teachers become more aware of the link between classroom learning and the world of work. Appropriate for two or more players.

Materials for the game:

- Three Job lists
- One Wheel-of-Careers wheel and spinner
- Multicolored skill cards
- One record sheet (use to make duplicates)
- One assembly sheet
- One instruction sheet

Directions:

Assemble the game pieces (see assembly sheet). Choose a job list and place the skill cards in piles, face down. Select who will go first. The game will then continue clockwise. The first player spins the wheel. The number that the spinner lands on corresponds to a job. The player is then "in" that particular job (example: Hair stylist). The player then selects a skill card (example: Figure perimeter, weight, area, or volume). It is now the player's job to come up with an example of when a hair stylist might use the skill listed on the card. If a player is stuck, let another player help out.

Select one person to be the recorder and record each player's response on the "record sheet" as follows:

WHEEL-OF-CAREERS GAME • record sheet

Community Job Site	Skill/ Skill Area	Activity
• Hair stylist	• Figure perimeter, weight, area, or volume	• A hairstylist might measure the perimeter of his work station for tax purposes or to figure rental costs. He might also want to know the volume of shampoo he uses each month to figure cost per unit.

Continue to play until all players have had several turns to come up with job skill activities. Everyone is a winner!

Discussion:

After the game is over, spread out the skill cards that the students chose and ask:

- Which of these skills do you know how to do?
- In what other jobs might you use these skills?
- How important do you think they are?
- Did putting any of the jobs and skills together surprise you? Which ones?

WHEEL-OF-CAREERS GAME • record sheet		
Community Job Site	**Skill/ Skill Area**	**Activity**

WHEEL OF CAREERS • Common teen jobs

1. Baby-sitter
2. Bagger in a grocery store
3. Bell hop
4. Berry picker
5. Bus person
6. Cannery production worker
7. Camp counselor
8. Cashier
9. Cook
10. Data entry person
11. Day care worker
12. Dishwasher
13. Farmhand
14. Filing clerk
15. Gas station attendant
16. General office clerk
17. Host/hostess
18. Housecleaner
19. Lifeguard
20. News carrier
21. Nurse's aide
22. Park guide
23. Pet sitter
24. Photocopy operator
25. Prep cook
26. Receptionist
27. Sales associate
28. Store room clerk
29. Swimming instructor
30. Teacher's aide
31. Ticket seller
32. Tutor
33. Veterinary assistant
34. Waitperson
35. Yard worker
36. Zoo education aide

WHEEL OF CAREERS • Common adult jobs

1. Advertising copywriter
2. Airline steward
3. Alcohol treatment counselor
4. Auto mechanic
5. Bank teller
6. Biologist
7. Bus driver
8. Chef
9. City planner
10. Computer programmer
11. Construction worker
12. Dentist
13. Engineer
14. Environmental educator
15. Farmer
16. Graphic designer
17. Hair stylist
18. Hotel manager
19. Insurance agent
20. Locksmith
21. Music teacher
22. Newspaper reporter
23. Nurse
24. Optometrist
25. Personal trainer
26. Pet groomer
27. Plumber
28. Police officer
29. Portrait photographer
30. Realtor
31. Secretary
32. Store owner
33. Tow truck driver
34. Translator
35. Welder
36. X-ray technician

1. Actor/Actress
2. Airline Pilot
3. Architect
4. Astronaut
5. Ballet Dancer
6. Beauty Consultant to the Stars
7. Computer Mogul
8. Doctor
9. Fine-Arts Painter
10. Firefighter
11. Horse Trainer
12. Lawyer
13. Mayor
14. Million $ Lottery Winner
15. Movie Director
16. Musician
17. NBA Player
18. Olympian
19. Paleontologist (Dino Scientist)
20. Pastry Chef in Paris
21. Photographer
23. Police Detective
23. Pop Music Star
24. U.S. President
25. President of Your Own Company
26. Professional Baseball Player
27. Professional Football Player
28. Professional Skater
29. Race Car Driver
30. Rap Star
31. River Rafting Guide
32. Sculptor
33. Songwriter
34. Super Model
35. Veterinarian
36. Writer

Work Skills Fill out a WRITTEN form	**Work Skills** COMPUTE monetary change	**Work Skills** WRITE a business letter
Work Skills TAKE and DELIVER a message	**Work Skills** Prioritize Tasks	**Work Skills** Work as a member of a TEAM
Work Skills SHARE materials with others	**Work Skills** ADHERE to a schedule or timeline	**Work Skills** FORMULATE an action plan
Work Skills SOLVE a technical problem	**Work Skills** CLARIFY a question or request	**Work Skills** FOLLOW a diagram
Work Skills Contribute ideas	**Work Skills** MAINTAIN an accurate record of work time	**Work Skills** MODIFY a plan or schedule
Work Skills ASSIST a co-worker or team member	**Work Skills** Provide verbal FEEDBACK	**Work Skills** ASK for input or suggestions

Work Skills SELF-ASSESS performance	**Work Skills** ASSERT self appropriately	**Work Skills** DEMONSTRATE dependability
Work Skills SHOW an interest in others	**Work Skills** DEFINE realistic personal goals	**Work Skills** DRAW conclusion from a set of facts
Work Skills INTERPRET a graph or chart	**Work Skills** Convey INFORMATION orally	**Work Skills** READ a manual
Work Skills ORGANIZE or UPDATE a record or file	**Work Skills** GREET a customer or visitor	**Work Skills** FOLLOW rules or standards
Work Skills COMPLETE assignments or tasks	**Work Skills** Follow a series of VERBAL instructions	**Work Skills** Answer questions ORALLY

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Academic Area **Math** Multiply whole numbers	**Academic Area** **Math** Figure perimeter, weight, area, or volume	**Academic Area** **Math** Add, subtract or multiply fractions
Academic Area **Math** Measure inches, feet, yards, miles or meters	**Academic Area** **Math** Interpret statistics: mean, median, & mode	**Academic Area** **Math** Figure percentage
Academic Area **Math** Use estimation to identify errors when using technology	**Academic Area** **Math** Calculate/interpret cost per unit	**Academic Area** **Math** Figure interest
Academic Area **Math** Collect & analyze data	**Academic Area** **Math** Apply algebraic formulas to solve problems	**Academic Area** **Math** Calculate miles per hour & miles per gallon

Academic Area **Economics** Know the financial consequences of using credit to purchase goods and services	**Academic Area** **Economics** Compare prices	**Academic Area** **Economics** Research costs of production
Academic Area **Economics** Design a budget	**Academic Area** **Economics** Estimate costs & profit	**Academic Area** **Economics** Read and understand a financial plan
Academic Area **Economics** Read & understand a financial contract	**Academic Area** **Economics** Read & interpret economic indicators: consumer price index, unemployment, GNP	**Academic Area** **Economics** Set goals for production
Academic Area **Economics** Schedule shifts & assignments		

Academic Area **Social Studies** Understand how business impacts the community	**Academic Area** **Social Studies** Identify ways business can help meet the needs of the community	**Academic Area** **Social Studies** Identify the purpose of each department in an organization
Academic Area **Social Studies** Cooperate with others for the common good	**Academic Area** **Social Studies** Explain the mission, visions, and objectives of the organization	**Academic Area** **Social Studies** Explain how and why laws are developed and applied
Academic Area **Social Studies** Understand how to participate responsibly in the political process	**Academic Area** **Social Studies** Locate the 50 states on a map of the United States	**Academic Area** **Social Studies** Understand the purposes behind the organization of the U.S. Government
Academic Area **Social Studies** List workers rights	**Academic Area** **Social Studies** Know employment laws	**Academic Area** **Social Studies** List the necessary equipment to complete a task or goal
Academic Area **Social Studies** Understand the history, purpose, and function of labor unions	**Academic Area** **Social Studies** Break a process into sequenced tasks	**Academic Area** **Science** Use a computer

Academic Area **Science** Identify the parts of a plant & describe what function they serve	**Academic Area** **Science** Explain the role of organs & tissues in the human body	**Academic Area** **Science** Explain how states of matter are transformed: solid, liquid, gas
Academic Area **Science** Understand what a compound is	**Academic Area** **Science** Read instruments of measurement: scales, thermometers, gauges, protractors	**Academic Area** **Fine Arts** Draw a likeness of an object
Academic Area **Fine Arts** Use calligraphy	**Academic Area** **Fine Arts** Understand the principles of the color wheel	**Academic Area** **Fine Arts** Express a preference for a work of art and reasons for the preference
Academic Area **Fine Arts** Express a preference for a work of art and reasons for the preference	**Academic Area** **Foreign Language** Use common social conventions of another culture	**Academic Area** **Foreign Language** Understand viewpoints & history of another culture
Academic Area **Foreign Language** Understand a foreign language being spoken	**Academic Area** **Foreign Language** Speak at a basic level in a foreign language using phrases, sentences, & questions	**Academic Area** **Foreign Language** Compose lists, messages, signs, notes, & letters in a foreign language
Academic Area **Foreign Language** Read & comprehend materials written in a foreign language		

Academic Area **Language Arts** Research areas of interest or importance	**Academic Area** **Language Arts** Express ideas in a manner appropriate to audience & purpose	**Academic Area** **Language Arts** Write reports with clear main ideas and supporting details
Academic Area **Language Arts** Use correct spelling, grammar, punctuation, & capitalization	**Academic Area** **Language Arts** Use descriptive & accurate words	**Academic Area** **Language Arts** Speak clearly
Academic Area **Language Arts** Organize ideas	**Academic Area** **Language Arts** Write a memo explaining how to do a task	**Academic Area** **Language Arts** Listen well to others
Academic Area **Language Arts** Display data in a logical presentation	**Academic Area** **Language Arts** Communicate clearly as a member of a team	**Academic Area** **Language Arts** Identify main ideas in written selections
Academic Area **Language Arts** Analyze or evaluate an argument, action, or policy		

Academic Area **Health** Understand environmental impacts of products used on the job	**Academic Area** **Health** Apply concepts of recycling to the work place	**Academic Area** **Health** Know safe methods for lifting & carrying heavy equipment
Academic Area **Health** Understand the role of diet & exercise in human health	**Academic Area** **Health** Understand and apply rules of safe food handling	**Academic Area** **Health** Know first aid
Academic Area **Health** Know and obey traffic laws	**Academic Area** **Health** Understand how common diseases are spread and how to prevent contagion	**Academic Area** **Health** Know how to use tools and equipment safely

Critical Thinking "CT" Questions

1 You wake up in the morning and you think you have the flu. You are supposed to be at work at 8:00, but you feel too sick to work. What should you do?

2 Your boss told you not to make personal phone calls during working hours. Your boyfriend occasionally calls you at work, and your mother is in the hospital. What will you do?

3 You work in a restaurant and you accidentally dropped a stack of plates and broke them. What should you do?

4 Your car breaks down on the way to work. What should you do?

5 A customer tells you that you are not serving people in the restaurant quickly enough. What should you do?

6 You have a date for Friday night. That morning your boss tells you that she wants you to work late that day because the store is doing inventory. What will you do?

7 You're an Asian-American teenager who has recently started a job. The way your supervisor talks to you suggests that she doesn't understand that you speak English perfectly. What will you do?

8 You are filling a customer's water glass and spill ice water on his lap. What will you do?

9 Your boss gives you a letter that you typed. It has two errors on it, and she is very upset with you. What will you say?

10 You are sent out to the parking lot to bring in grocery carts. You run into some friends outside who want to talk. What will you do?

11 You and Alex started work on the same day 4 months ago. Today your boss gave you, but not Alex, a promotion. You are white, and Alex is African-American; you're worried that maybe you got promoted over him because of discrimination. What will you do?

12 Your watch says that it is 5 o'clock—quitting time—but the time clock says it is 10 minutes until 5. What will you do?

13 The place where you work employs a lot of people your age. You've noticed that the various social groups seem to be determined by color, such that the Hispanic employees hang out with each other, the Asian employees with each other, and so on. What should you do?

14 At the last minute, your boss wants you to work Saturday, but you were planning to go camping with your best friend. What should you do?

15 You get your paycheck and realize you were not paid for your overtime. What should you do?

16 You're working at the register of a fast-food restaurant during the busy lunch hour. One of the customers becomes angry at you, and he starts using racial slurs. What will you do?

17 You have applied for a job. You get a phone call telling you to report to work next Monday and your boss reminds you to bring your Social Security card. You remember that you can't find your card. What do you do?

18 Your sister borrowed your last pair of clean pants. You have 15 minutes to get ready for work. What are you going to do?

19 You decided to run some errands on your lunch hour, but the traffic was heavier than you expected. Now you are going to be late getting back. What should you do?

20 Your supervisor told you to work at the cash register. There are no customers in line, and you notice that there are lots of dirty tables. What do you do?

21 You are working at the returns desk, and a customer comes in with an appliance that doesn't work. She is very upset and is yelling at you. The customer does not have a receipt and according to your store's policy, you cannot return her money without one. What will you do?

22 After a customer has paid for her food, you realize you forgot to ring up her drink. What should you do?

23 A customer asks you how she looks in the dress she is trying on. You think it looks awful. What are you going to tell her?

24 Your supervisor asked you to pick up some papers on your way home from work and to bring them in the next day. You left them at home. What will you do?

25 Your family and you celebrate Kwanza every year. This year you're scheduled to work on the evening of the first day of Kwanza. You ask your boss for the night off, explaining that you want to celebrate Kwanza, but he just makes fun of you for asking. What will you do?

26 The office manager tells you that next week it is your turn to make coffee. You don't drink coffee and don't know how to make it. What will you do?

27 On your way back from the coffee break, you overhear a conversation between your boss and another person. Your boss is talking about selling the business to the stranger. You are sure none of the employees know about it. What will you do?

28 You recently gained 20 pounds. Now all of a sudden your boss wants to move you from wait staff to bus person, and you think it's because of your weight gain. What will you do?

29 Your job is generally all right, but you feel uncomfortable because all the other employees there are white, while you're not, and they haven't really made an effort to include you. What will you do?

30 In the employee lounge some of the employees are talking about another employee who is home sick. What they are saying isn't very nice. They ask you what you think. What will you say?

31 Your boss is upset with you for something she says you did wrong. You are sure you didn't do it. What will you do?

32 A new employee is having trouble learning her job. Since you've been there over a year, your boss asks you to make sure the new employee does her job right. What do you do?

33 You notice someone taking something and putting it in his pocket at the store where you work. Then you realize it is a friend of yours. What will you do?

34 Your supervisor sends you to the store room to get an item. You know there aren't any there, and you told her last week that the supply was running low. What will you do?

35 Your supervisor has given you an important document to type. It must be done by 4 o'clock. You are typing away but have forgotten to save as you typed and a power failure has shut off your computer. Now everything you've typed is lost. There is no way you can finish by 4 o'clock. What will you do?

36 A friend of yours wants to buy cigarettes at the store where you work, but you know she isn't old enough. She begs you to let her buy them anyway. What will you do?

37 You have been working at the same job for two years. You are still making the same pay at which you started. Your employer hires a new person to do the same job. You just found out the new employee is getting paid more than you do. What will you do?

38 You have been working nights, but you let your boss know you want to work days. She told you that as soon as there was an opening for the day shift you would get it. You just found out that someone on the day shift quit and your boss hired a new person. What will you do?

39 Your shift ends at 9 o'clock but the night person has not shown up and it is already 10. What will you do?

40 You see an offer for a job that has better pay than your current one. You're pretty sure you could get it, but the people at your current job have been nice to you, and you feel a certain loyalty toward them. What will you do?

41 You are the shift manager and the three wait people on your shift don't get along at all. What will you do?

42 You are offered a job, but it requires you to work on Sunday. You go to church on Sunday and that is very important to you. What will you do?

43 You are a construction worker. It has been raining for two weeks straight and you have not been able to work. Your rent is due. What will you tell your landlord?

44 Your boss keeps patting you on the head and calling you "Sonny Boy." You feel it is demeaning to be treated in this way. What should you do?

45 Your boss has a really short fuse and has just exploded at you for the third time this week. You really need your job, but sometimes you hate to come to work. What will you do?

46 You have been just been hired as part of the wait staff at a restaurant. The restaurant supplies the uniform, and since you happen to be female, the manager hands you a white shirt, and a black skirt. When you try it on, you see that the skirt is too short for your tastes. What will you do?

47 You and another employee are up for a promotion. The other employee has made a mistake. You noticed the mistake but no one else has seen it yet. What will you do?

48 You've been working for about six months now and just got a raise. You know you could be working a lot harder, but nobody seems to notice. What will you do?

49 Your landlord raised the rent and you will need to make more money in order to pay it. Your boss promised you a raise after six months, but you have only worked there for five. What can you do?

50 Your supervisor showed you how to use a piece of equipment safely. You ignored his instructions and now you have cut yourself. What will you do?

51 Your supervisor told you to go to the bank and get change before the bank closed. You forgot. Now you are out of quarters. What will you do?

52 You are working in a restaurant where part of your job is to stir a large pot of beans. Another employee asked you to help her set up the tables for dinner. While you were helping her, the beans scorched. What will you do?

53 You want to use your current job as a stepping stone to a position with greater responsibility, but your boss says you're perfect for the job you have now. What can you do?

54 Your company pays $25 for good suggestions. You had an idea and you shared it with a co-worker. Your co-worker turned in the suggestion as his idea and got the $25. What will you do?

55 Your boss is always complaining about wasted food. Another employee dropped a hamburger patty on the floor, picked it up, and put it on the grill. What will you do?

56 One of your co-workers is always late for work. You have been covering for her, but you are getting tired of it. What will you do?

57 You work the night shift. You have noticed that the night manager goes in the office and sleeps until closing time. What will you do?

58 You just went to the doctor and found out you need an operation. You will need to be off work for about three weeks, but you don't have any vacation time left. What will you do?

59 You see something at work that you think is unsafe. You tell your boss, but she doesn't fix it. What will you do?

60 You saw a co-worker stealing some supplies. What will you do?

61 Your boss asks you to design a new window display for a new product, but you don't have a clue how to begin. What will you do?

62 You are working in a convenience market, and someone just drove off without paying for the gasoline he got. What will you do?

63 After you gave a customer her change, she said she gave you a $20 bill and you know she gave you a $10 bill. What will you do?

64 You think you have some good ideas about drawing more customers to the store where you work. What will you do?

65 A supervisor keeps saying things to you that aren't appropriate. What will you do?

66 It is payday and your boss just told you he doesn't have any money to pay you. What will you do?

67 A co-worker is always making jokes at your expense. You are tired of being the butt of her jokes. What will you do?

68 A co-worker is always borrowing money from you and takes a long time to pay you back. What will you say the next time he asks to borrow money?

69 Your supervisor recently came out, and now people know that she is a lesbian. Some of the other employees have started making fun of her, snickering behind her back, and so on. What will you do?

70 It is obvious that a co-worker does not like you. You don't know what you have done to offend this person, but it makes you uncomfortable to be around him. What could you do?

71 Your supervisor just got fired and on her way out, she said, "Look out, you're next." What should you do?

72 Your supervisor asks you to keep an eye on an employee she suspects of stealing. You don't feel comfortable being a spy, but you don't want to make your boss mad. What could you do?

73 Your supervisor asks you what you think about the job performance of another employee. You don't think it is very good, but you don't want to cause him to lose his job. What should you do?

74 A co-worker asks you to cover for him for an hour so he can meet his girlfriend. What will you do?

75 You've decided to quit your job, but you haven't told your employer yet. Your friends have just decided to take a camping trip, which you'd love to go on, but they're going to leave in two days. What will you do?

76 You work at a car wash. A customer just returned with a car you washed yesterday and said that it wasn't clean enough. What will you do?

77 A customer returned a half-eaten hamburger and said it wasn't cooked well enough. What will you do?

78 Your boss told you not to come to work if it was snowing. You thought the conditions were dangerous, but your boss went ahead and worked. The next day he asked you where you were. What will you say?

79 Your boss has asked you to let her know if you have any suggestions, but every time you offer a suggestion, she shoots it down. You have another idea. What will you do?

80 It is your boss's wife's birthday. He asks you to go to the store and buy her a gift. You don't think that is part of your job. What will you do?

81 You are going over your sales tickets for the day and realize you made a math error. What will you do?

82 You are the shift manager and one of your workers comes to work dressed inappropriately and is sometimes not clean. What will you do?

83 You work at a movie theater. Your supervisor sends you in to ask some customers to stop talking during the movie. What will you say?

84 You work at a movie theater. A friend of yours asks you to give him a free refill of popcorn. What will you do?

85 You just discovered a mistake your supervisor made. What will you do?

86 Too many people show up to work a shift, and you are the shift manager. What will you do?

87 A co-worker doesn't like making french fries and always asks you to switch with her. You don't like making french fries either and you are tired of getting stuck with it all the time. What will you do?

88 You are the shift manager and your supervisor just told you that your shift's register has $100 less cash than it is supposed to have. What will you do?

89 You are the shift manager. You just made next week's work schedule; two workers like it and two don't. What will you do?

90 Company policy says that if a person is late for work three times they will be fired. A co-worker has been sneaking in late. You know she has a small child and really needs her job. What will you do?

91 You work at the cash register in a grocery store. Among the customers are an elderly woman, a group of teens, and a Native American man. Just as the latter of them is about to leave the store, your manager yells at him, "Hey you, hold it," and accuses him of shoplifting. You're pretty sure the man didn't steal anything and you suspect the manager's accusation is based on racism. What will you do?

92 You called in sick. After going to the doctor, you went to the drugstore to pick up your prescription. While you were there, your boss came in. He looked at you funny but didn't say anything. What will you do?

93 Your company is having their annual party. Everyone is expected to come, but you had planned to do something with your family. What will you do?

94 Sometimes things are fairly slow in the store where you work and you don't have anything to do. What should you do?

95 Your boss tells you that she is going to have to lay someone off. All of the other employees have families to provide for except you. But you also have bills to pay. Your boss asks you to voluntarily quit since you don't have a family. What will you do?

96 It's quitting time, but your supervisor doesn't seem to have noticed, and gives you one more job to do. What do you do?

97 A co-worker asks you for advice about a personal matter that you don't feel comfortable talking about. What do you do?

98 You have been told that the customer is always right, but you have a customer who doesn't seem happy no matter what you do. How are you going to deal with this person?

99 You requested your vacation time months ago. You don't have any real plans, but you are looking forward to the time off. A co-worker just asked you to take your vacation at a later time so he can have your slot. What will you do?

100 You work at a day care center. Two of the 10 children seem to cause most of the problems. How will you handle this?

101 You worked at a job for two years and your employer seemed happy with your work. But when you quit, she got mad. Now you have asked for a letter of recommendation and she won't give you one. What will you do?

Health and Safety Questions

1. How old do you have to be to legally drive a car as part of your work?

2. Working in a warehouse is a good job for those between the ages of 14 and 18. True or false?

3. How many hours of sleep per night do most teenagers need?

4. Someone at work is sexually harassing you. Whom should you talk to?

5. You just got off your shift. It's now dark out and you don't feel too comfortable walking home. What will you do?

6. What does the acronym NIOSH stand for, and why does this organization exist?

7. What does the acronym OSHA stand for, and why does this organization exist?

8. What are some of the common dangers for employees of fast food restaurants?

9. You have the right to a safe workplace. True or false?

10. You have a right to report safety problems to OSHA. True or false?

11. Teens don't get workers' compensation. True or false?

12. What are some of the reasons why teenagers experience workplace injuries?

13. What would you guess the National Consumers League lists as the five most dangerous teen jobs?

14. List as many of the symptoms of chronic stress as you can.

15. Who are some people you can talk to about stress, your problems, etc.?

16 What is the purpose of child labor laws? Are they found at the state or federal level?

17 What does the acronym FLSA stand for, and what is the significance of the FLSA?

18 What is the minimum legal age for having a "real" job, one which requires a work permit and a W-4 tax form?

19 You are 15 years old, and your sister is 14. You both work in the children's room of the local library, on Tuesdays and Thursdays from 3:30pm to 7pm. What's wrong with this picture?

20 What is the maximum number of hours a week a 14- or 15-year-old may work during the school year?

21 It's 8pm on a Wednesday night in October. You go into the pizza place where your 15-year-old sister is busy working and you ask for a free slice. What's wrong with this picture?

22 What does the acronym EEOC stand for, and what is the relevance of this Federal agency?

23 What is the current minimum wage? Or, if you don't know, how would you find out?

24 What are some items relating to safety that you should expect to see as you walk through your workplace?

25 You're at work talking with your co-workers about lightning storms. Joe says that you don't want to be the tallest thing around in a storm because electricity always tries to travel upwards, and it will use the tallest thing it can find to go up. What do you say?

26 For your job as a busboy you have to wear these ugly black sneakers. Your supervisor tries to console you by telling you that at least they'll protect you against lightning. What's wrong with this statement?

27 What is the number one cause of death for teens on the job?

28 You've noticed something at your workplace that you believe to be a hazardous condition. What will you do?

29 As an employee are you allowed to call for a workplace safety inspection?

30 You want to file a complaint with OSHA regarding something about your workplace, but you're worried about your employer or manager's reaction. You know your employer can't legally fire or punish you for reporting something to OSHA, but you're still worried about it changing her or his attitude towards you. What can you do?

31 What are the common injuries among teens in the workplace?

32 You're an 18-year-old high school senior. Your manager has asked that today you work at the pizza oven. He quickly explained how to deal with it, and then walked off to talk to someone else. You feel nervous about moving pizzas in and out of the oven. What will you do?

33 What are some of the different groups that would be interested in job safety for teens?

34 From your position at the cash register, you can see two men arguing out on the street. They haven't become violent yet, but there has been a lot of yelling and gesturing. One of the men appears to try to break off the fight, and he enters into the store. A few seconds later the other man enters your store, and he appears to be storming up to the first man who entered. What should you do?

35 A fellow employee has begun her shift and is working by a stove at the restaurant where you work. You're worried because, although no one else seems to have noticed, you think you smell alcohol on her breath. What will you do?

36 It's your first day on the job and your supervisor is filling you in. The topics covered include important issues such as safety around the stoves. You are madly scribbling notes, and listening as hard as you can, but you still worry you're missing stuff. What will you do?

37 You're manic-depressive. You want to tell people at work about this condition, so they'll know what's going on if anything happens, but you're worried that doing so might negatively impact how they you and your ability to handle the job. How will you handle this situation?

38 You cut yourself at work. You tell your supervisor, and put a bandage on it. It's a relatively bad cut, and you think maybe you should go to the hospital, but the supervisor says, "Nah, you don't need to go for this, hold it above your head for a minute to help it stop bleeding, and then you can go back to work." What can you do?

39 What are all the different ways in which people may experience violence in the workplace? Why do you think there are problems with violence in the workplace?

40 What role do you think unions can play in helping to prevent and respond to violence in the workplace?

41 What are an employee's responsibilities regarding health and safety standards?

42 Name as many reasons as you can think of as to why, as a teenager with a part-time job, it's important for you to get plenty of sleep.

43 A customer is not satisfied with the service you're providing. Although you're trying to soothe him, he starts to yell, and you're worried he might become violent. What will you do?

44 You think you see someone shoplifting. What do you do?

45 You're working at the cash register when someone tries to rob you/the store. What do you do?

46 Do you believe that your employer and/or your manager are careful about safety in the workplace, and that she or he cares about your safety? Why or why not?

47 Do you think that employers generally do a proper job of keeping workplaces safe and healthy? Why do you think so?

48 Are there any changes you think need to be made in the regulations and/or norms about safety and health in the workplace?

49 Are you and the other people you work with concerned about job-related health and safety? Do you talk about it, think about it, etc.?

50 What are some things to look out for if you work at a grocery store?

51 You'd like to be able to use the break room during your breaks, but it's always filled with smoke from the other employees and you don't want to expose yourself to the second-hand smoke. What will you do?

52 A kid comes into the store where you work and tries to buy alcohol. She's obviously underage (although her ID says she's 33). What will you do?

53 Do you know your employer's policy on what to do about shoplifting? If so, what is it?

54 Do you know your workplace's fire procedures? If so, what are they?

55 You've been trying to quit smoking, and you've been doing pretty well for the past two weeks. But today has been a horrible day at work so far, and you really want to take a smoke. What will you do?

56 If you were a supervisor/manager, what would you consider to be your responsibilities regarding the safety and health of your employees?

57 You're on your lunch break and the other employees want to go get hamburgers, french fries, and milk shakes at a nearby burger place. You'd like to have lunch with them, but you're also trying to eat healthy this week. What will you do?

58 Your supervisor asks you to work on Thursday because another employee is ill, but that was your day off. The problem is that you have a test on Friday and you know that if you have to work Thursday as well as study you won't get to bed until really late. What will you do?

59 Your employer asks you to move some boxes. One of them seems to be really heavy, and you don't think you can move it on your own. What will you do?

60 If you were to list, in order of importance, the things that you look for in a job, where on the list would a safe and healthy workplace be? Why?

61 You're very stressed out: You've been working extra hours trying to earn money for the prom, and studying particularly hard for school and for the SATs. What will you do to help lower your stress level?

62 One of your friends at work hasn't been feeling well for a long time, but she won't go see a doctor. What will you do?

63 The other two employees on your shift have been making unwanted sexual comments to you. You've complained to your manager, but she doesn't seem to be taking your concerns seriously. What should you do?

64 Do you think you have a responsibility, as well as a right, to report sexual harassment?

65 What, if anything, is the biggest health hazard at your job? Can you do anything to change this?

66 Have you ever had a work experience where you felt your rights were violated? If so, how did you respond?

67 How do you think workplace conditions (health, safety, rights, and responsibilities) in the United States compare with those in other countries? Do you think we have a responsibility to help improve workplace conditions in other countries as well as here?

68 How do you think changes in technology have affected workplace health and safety conditions?

69 In U.S. history, have certain groups of people at certain times had worse or better experiences with job safety than others? What are some examples?

70 In today's world, which groups of people, if any, are more likely to end up with unsafe jobs?

71 Name as many movies as you can that deal with workplace conditions.

72 What general rights do you have as an employee?

73 Which is the main law protecting people with disabilities, and why does it exist?

74 Your employer is going to start requiring drug testing for employees. You're thinking of complaining about this on the basis that it would be an unfair medical exam. Will this work?

75 You believe that you have been discriminated against on the basis of a disability and want to report it to the government. Which agency should you contact?

76 Who is allowed to file a complaint with the EEOC about disability discrimination?

77 You are in the middle of a job interview. The person interviewing you asks, "have you ever been hospitalized?" What will you say?

78 You're in charge of hiring at a large department store. You're looking over the list of potential applicants for a new job, and you see that one of them is a kid from school who you never liked. You keep trying to think of a legitimate reason for not hiring him, other than the fact that you don't like him, and then you remember that he has a slight limp from a riding accident (rich little snob!). Aha! you think, I've got it! Have you really found a legitimate reason for not hiring him?

79 Can an employee be denied insurance because of a disability?

80 What do you think about workplace privacy? Do you think you have it? Do you think you have a right to a certain amount of privacy at work?

81 What are some ways we could make convenience stores safer workplaces?

82 If you were a robber, what would you look for in a potential robbery site?

83 You are a workplace/occupational engineer brought in to help improve the safety of a retail store. So far the store has not done much to physically improve safety. What suggestions will you make?

84 You are the supervisor at your workplace. What are some things you would do to improve security?

85 You're 17 and are looking for a summer job before you head off to college. You go in for an interview for a position with a wrecking company, and they say you probably have the job, and they'll call you on Monday. What's wrong with this picture?

86 What jobs are illegal for 14- and 15-year-olds? And what kinds of jobs can 14 and 15-year-olds perform?

87 It's your first day on the job. What are some things you should make a point of doing?

88 You are in charge of interviewing job applicants at your current workplace. What health-and-safety-related questions will you ask those you interview?

89 The 20th century has seen many changes in workplace conditions and regulations: Child labor norms and regulations have changed tremendously, there are new health hazards to be dealt with, and much lower union membership than the first half of the century saw. What do you think brought about these changes?

90 You tend to think nutrition talk is stupid, but your English teacher is making you give an oral presentation on teen nutrition. Since you have to, what advice would you give to high school workers and other teens who lead busy lives?

91 You're hanging out after school before you have to leave for work, and another kid offers you a joint. You're thinking of taking it, but then your mind flashes on all the things that could go wrong at work if you were high. What are those things?

92 What is a Material Safety Data Sheet (MSDS)? Is the information on a Material Safety Data Sheet just a recommendation or a regulation?

93 How can statistics on occupational safety and health and/or children and adolescents working be useful? Which are the various organizations that might collect these statistics?

94 Regulations governing agricultural work are much more lax than are those for non-agricultural work. Yet a recent study found that "no health and safety

justification for the distinction between agricultural and nonagricultural settings appears to exist." Why then do you think there are these regulation differences between agricultural and non-agricultural work?

95 "Some parts of the youth population face unique problems related to work. Children and adolescents who are poor, minority, or disabled are far less likely than white, middle-class young people to be employed and, therefore, to reap the potential benefits of work experience. Furthermore, the jobs that poor and minority young people have tend to be in more dangerous industries. When they do work, the hours they work and the wages they receive are comparable to those of other youngsters." Have you had any experiences that support or contradict this statement? If so, what were they?

96 Who wrote *The Jungle*, and what was the topic of this important novel?

97 When you started your job did you receive any safety training?

98 Another employee has been coming to work high on crack. Rumors of this have reached the supervisor, and he asks you if you can substantiate this, saying that the employee could be a danger to others if he's on crack. What will you say?

99 You want help getting a health hazard at your workplace resolved. You're not quite sure where to start, and don't have contact information for any of the government's agencies. How will you go about finding it in order to get help?

100 You think your employer might be guilty of racial discrimination towards you and several other employees. What will you do?

101 Is it discrimination for you not to be allowed to do a certain job because you're too young?

Health and Safety Question Answers

1. 17, if the driving is only once in a while and not a real part of your job. 18 otherwise. For more complete information see http://www.natlconsumersleague.org/child%20labor/teenlwas.html.
2. False, those 15 and under aren't even allowed to work in a warehouse
3. Around 9
4.
5.
6. National Institute for Occupational Safety and Health
7. Occupational Safety and Health Administration
8. Possible answers: Electric food shredders, burns, falls, knives and other sharp equipment
9. True
10. True
11. False
12. Possible answers: Violence in the workplace, not receiving proper safety training, working at jobs which are illegal and/or inappropriate for them, using equipment not designed for their physiognomy
13. 1) Delivery and other driving, 2) working alone in cash-based businesses (such as convenience stores, gasoline stations, and fast food establishments), 3) traveling youth crews (selling candy, magazine subscriptions, other consumer goods on street corners, in strange neighborhoods, distant cities, and across state lines), 4) jobs where employers pay "under the table" wages, 5) and construction
14. Possible answers: insomnia; anxiety, lack of energy, feeling angry, hostile, or irritable; high number of headaches; diarrhea, upset stomach, or other stomach problems; becoming frustrated with things that should only be a little bothersome; not wanting to spend time with other people; eating problems, including eating too much or too little; crying
15. Possible answers: Friends, parents, teacher, school counselor, minister, priest, rabbi, your fellow employees, a psychiatrist

16. Both

17. The Fair Labor Standards Act, passed in 1938, is the law which created a minimum wage, overtime pay, and child labor standards for private sector employees as well as employees of the federal, state, and local government.

18. 14

19. During the school year, 14- and 15-year-olds can only work a maximum of 3 hours on a school day.

20. 18

21. Surprise! Federal law prohibits 14- and 15- year olds from working outside the hours of 7 a.m. to 7 p.m. (as well as during school hours), except between June 1 and Labor Day when they are allowed to work during the hours of 7 a.m. to 9 p.m.

22. Equal Employment Opportunity Commission. The EEOC was established by Title VII of the 1964 Civil Rights Act. It is the government agency in charge of enforcing regulations against employment discrimination. "The Commission also issues regulatory and other forms of guidance interpreting the laws it enforces, is responsible for the federal sector employment discrimination programs, provides funding and support to state and local fair employment practices agencies (FEPAs), and conducts broad-based outreach and technical assistance programs."(http://www.eeoc.gov/enforce.html)

23.

24. Possible answers: a copy of the official OSHA poster which lists OSHA regulations regarding rights and responsibilities, fire exits, a telephone, a bathroom, etc.

25. You don't want to be the tallest thing around in a storm because electricity travels down so it always tries to go the ground.

26. Conductors are something through which electricity can travel, such as floors, metal, or people. The rubber soles of the shoes would protect you because rubber is an insulator-an insulator is a material, such as glass, plastic, or... rubber.

27. Auto accidents

28. Possible answers: talk to your supervisor, talk to your employer, call OSHA to ask about it, contact OSHA and ask for a workplace inspection (employees are allowed to request workplace inspections.).

29. Yes, if you think your workplace contains hazardous conditions or standards violations you can ask the OSHA area director to come inspect the workplace

30. You can request to OSHA that your name be withheld from your employer if you file a signed complaint. OSHA will always allow you to have your name withheld. In fact, OSHA doesn't tell the employer who requested the inspection unless you specifically say that you have no objection.

31. Possible answers: falls on the same level, overexertion in lifting, being struck by an object, contact with a hot object or substance, and slipping

32.

33. Possible answers: Community groups such as the PTA, industry and labor groups-unions, owners, supervisors, and so on, educational organizations and workers-teachers, vocational education programs, doctors and other medical workers.

34.

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41. Possible answers: to read the OSHA poster (OSHA listed), comply with OSHA standards (OSHA listed of course), "follow all lawful employer safety and health rules and regulations" (OSHA listed), wear or use all relevant protective equipment (OSHA listed), tell your supervisor about hazardous conditions (OSHA listed), teli your employer about any job-related injury or illness (OSHA listed), when you experience a job-related injury or illness "seek treatment promptly" (OSHA listed), be cooperative if and when an OSHA officer conducts an inspection. Some might think that they have a responsibility to support other employees in their complaints if they are valid or you have supporting evidence.

42. Possible answers: so you can concentrate, stay awake in class, study properly, perform well in school, get to work on time, stay alert on the job, be safe when operating machinery or working around hot objects, so you'll feel better, so you won't get addicted to caffeine.

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50. Possible answers: How to deal with shoplifters, slippery floors, cutting yourself on the sharp knives used to open boxes, how to deal with robberies, being alone in trash allies, lifting heavy boxes, repetitive bending and reaching, floor cleaners (might have dangerous ingredients)..

51.

52.

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55.

56. Possible answers: maintain a first aid kit, keep exit doors clear of clutter and make sure all employees know where they are. Respond quickly to any complaints or concerns of the other employees, let them know you'll help them with any concerns they have, explain things clearly and make sure they understand the instructions. Make sure they know when to use which protective gear, and how to use it. Make sure they know emergency procedures. Make sure that your teen employees have proper supervision, and that any equipment they use is safe and legal for use by adolescents.

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69. Possible answers: Asians and railroads, Mexican mine workers, Hispanic farm workers, ...

70.

71. Possible answers: *Salt of the Earth*, *9 to 5*, *Country*, *Silkwood*, *Norma Rae*, *Mr. Mom*, *Desk Set*, *Coal Miner's Daughter*, *Men at Work*, and many more.

72. Possible answers: a right to join a union, a right to not be racially or sexually harassed or discriminated against, a right to get paid, a right to a safe and healthy workplace, a right to refuse to do a piece of work if you believe it is immediately threatening to your life or health.

73. The Americans with Disabilities Act (ADA) is the law which prevents employers-those with fifteen or more employees, starting in 1994-from practicing employment discrimination against those with disabilities when, with or without a reasonable accommodation, they can perform the job.

74. No, drug tests are not considered to be medical exams.

75. The U.S. Equal Employment Opportunity Commission, 1801 L Street, NW, Washington, DC 20507, 202-663-4900 (voice) or 202-663-4494 (TDD), or 1-800-669-6820. Or try http://www.eeoc.gov

76. Anyone who thinks she or he has been a victim of disability discrimination can file a complaint. Job applicants can also file a complaint. Plus, an organization can file a complaint on behalf of an individual.

77. The crucial thing to realize here is that the Americans with Disabilities Act bans pre-job-offer medical exams or inquiries, so such questions as this cannot be asked. Nor can an interviewer ask about your workers' compensation history.

78. No, the Americans with Disabilities Act prohibits companies with 15 or more employees from discriminating against those with disabilities when they can perform the job with reasonable accommodations. The employer does not have to provide reasonable accommodations if doing so would place an undue hardship on them, but in most cases reasonable accommodations can be made without undue hardship.

79. No, employers cannot deny insurance to employees with disabilities, nor can they refuse to hire applicants with disabilities, or fire an employee for fear that health insurance costs will increase.

80.

81.

82. Possible answers: a large amount of cash on hand, easy escape route(s), employee working alone, no police or armed guards, bad outdoor lighting, and an obstructed view of counters.

83. 1) Improve visibility! Change the workplace so employees can see their surroundings, so that people outside the store can see into the store, so that employees can see into the street, without their view being blocked by shrubbery, trees, or clutter that someone could use to hide behind. Place window signs low or high to keep visibility into the store good. Make customer service and cash register areas visible from outside the store. Put shelves low enough to let people see throughout the store. Specific tools that can be used include convex mirrors, two-way mirrors, and an elevated vantagepoint. Install good lighting throughout the store and outside of it. Make sure the parking area and approach path to the store are well lit during night hours of operation. 2) Use fences and other such devices to direct the flow of customers to areas with better visibility. Use a drop safe to limit the availability of cash to robbers, and if you use one you can post a sign saying that there is limited cash on hand. Put in video surveillance equipment and/or closed circuit TV (CCTV), thereby increasing the risk of identification. If you use CCTV, the video recorder should be secure and out of sight. You can post signs stating that video surveillance equipment is in use. A height marker on exit doors can help witnesses remember better descriptions of perpetrators, door detectors can tell employees when someone enters the store, and silent and personal alarms can be used to notify police if something happens (BUT TO AVOID ANGERING THE PERPETRATOR THE EMPLOYEE MIGHT NEED TO WAIT UNTIL THE PERPETRATOR LEAVES BEFORE TRIGGERING THE ALARM). In locations with a history of being attacked, barriers like bullet-resistant enclosures with pass-through windows between the customer and the clerk can help to protect the employees.

84. Possible answers: help make sure the store is set up right: place a working telephone in each work area, and post by each phone the relevant emergency telephone numbers. Set up the appropriate safety procedures: have employees make checking lighting, locks, and security cameras part of their daily routing, develop

appropriate emergency procedures, develop and have employees adopt communication procedures for emergencies, make sure employees lock any doors used for deliveries and garbage disposal when not in use, tell employees not to unlock delivery doors until the delivery person identifies herself or himself, make sure employees keep all the doors locked before the business opens to customers and after closing time. Install procedures to improve the security of employees who open and close the store, at night-hours and times when staffing may be low; install procedures to improve the security of employees taking out garbage or going to outdoor freezers or refrigerators-most crucially, make sure employees have good visibility, and that there aren't hiding places for potential assailants. In some cases it might be a good idea to take out the trash during the day.

85. Wrecking, demolition, and ship-breaking operations are one of the seventeen hazardous non-farm jobs which teens below the age of 18 are not allowed to have. For the complete list of prohibited jobs, as well as teen hours limitations, see http://www.dol.gov/dol/esa/public/youth/tstour4.htm.

86. Jobs in manufacturing, processing, mining, construction, transportation, professional laundry operations, around machinery, working in a warehouse, and working with any hoisting apparatus or power-driven machinery (except machines explicitly allowed) are all illegal for 14- and 15- year olds. In the retail, food service, or gas service industries 14 and 15-year-olds cannot work in the following areas: maintaining or repairing machines and equipment, cooking (minus several exceptions), baking, working in freezers, meat coolers, boilers, or engine rooms, they cannot work at loading and unloading goods. Jobs involving working on ladders or scaffolds are all prohibited for those 15 and under, as well as the 17 jobs banned for those under the age of 18. In general, any dangerous work is prohibited to those 15 and under. What jobs can 14 and 15-year-olds perform?

87. Possible answers: good things to do include locating the nearest telephone, asking about emergency policies, learning where the first aid kit is, introducing yourself to your fellow employees

88.

89.

90.

91.

92. A Material Safety Data Sheet is a sheet that contains informa-

tion on a particular chemical/product. It will tell you its properties and health effects, and how to use, store, and handle it. No, they are regulations, and you can be fined or imprisoned for not following them.

93. The Bureau of the Census, the Bureau of Labor Statistics, the National Center for Health Statistics, the National Institute for Occupational Safety and Health, the National Center for Education Statistics, the Bureau of Justice Statistics, the occupational Safety and Health Administration, the National Consumers' League

94.

95.

96. Upton Sinclair. *The Jungle* is about living and working conditions for the working class in turn of the century Chicago. The story follows a young Lithuanian immigrant and explores the decrepitude of the meat-packing industry. was an important force behind the pure Food and Drug Act of 1906.

97.

98.

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100.

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Sources

Question 13, "NCL Alert: Five Worst Teen Jobs," National Consumers' League, http://www.natlconsumersleague.org/child%20labor/worst1.htm

Question 22, EEOC website, http://www.eeoc.gov/enforce.html

Question 42, OSHA Fact Sheets, 01/01/95-OSHA: Employee Workplace Rights and Responsibilities, Fact Sheet: 95-35, http://www.osha-slc.gov/OshDoc/Fact_data/FSNO95-35.html.

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Question 97, Ibid., pp. 9-10

Question 99, NIOSH pamphlet

World of Work "WOW" Questions

1. Does the company you currently work for deliver a product or a service? How does that affect the way your workplace is organized and run?

2. How does the company or business you work for find out what its customers' needs and desires are? How does it respond to those needs and desires?

3. Is your job in an industry that has undergone rapid change in the past two decades? If so, what kinds of changes have taken place? How have those changes affected workers? Have the changes influenced the service or product your business provides? How?

4. Many organizations that push for political or social change try to influence companies and businesses to act in a certain way. What are some ways that such organizations may try to influence a company, and what might be their reasons for doing so?

5. Suppose that a large oil spill occurred in a delicate ecosystem in your area. What should be the immediate concerns of the company responsible for the spill? What actions should they take to try to improve the situation? How do you think this will effect the company right now and in the long run?

6. Which regulatory laws and agencies have a bearing on the business you work for? What kind of impact do they have on your company or business?

7. Most companies have a "chain of command" in terms of operations and decision making. Do you think it is more beneficial to a company to have a flexible or a rigid chain of command? Why?

8 What is a "chain of command?" Describe the "chain of command" at your school. Describe the "chain of command" at home. Describe the "chain of command" at your workplace. Why do you think companies/businesses/organizations use chains of command?

9 Have you ever been required to make a moral or ethical decision on the job? If so, describe it.

10 What is a "management style?" How would you describe the management style of the company or business you work for? How would you describe your own management style? How would you describe the managemen style of your family?

11 What are the characteristics of a formal management style? An informal management style? Would you prefer to work for a boss whose management style is formal or informal? Give reasons and examples to support your answer.

12 Suppose that the largest employer in your town is closing its facilities and moving overseas. All the local employees will lose their jobs. How will the local community be affected? If you don't work for this employer, will your job be affected? If so, in what ways?

13 Can you think of a time when a cultural misunderstanding occurred at your workplace or at school? If so, describe what happened. Did you or anyone else do anything to repair the situation? If so, what?

14 Think of some reasons why cultural misunderstandings happen at school and in the workplace. Next, brainstorm a list of potential misunderstandings and possible solutions.

15 What are some things businesses can do to increase cross-cultural understanding? Brainstorm as many strategies as you can. How many of these strategies are used by the company or business you currently work for?

16 Brainstorm a list of all the different written policies your workplace or job has. Why is it necessary for a workplace to have written policies? Is it necessary for all employees to be familiar with them? How many of these policies are you familiar with?

17 Does the company or business you work for have a mission statement? What does it say? Who wrote it? Is it ever revised? Are most employees familiar with it? Why is it important for an organization to have a mission statement?

18 What is a professional organization? What are some of the reasons why workers join professional organizations? Are there any professional organizations affiliated with the industry in which you currently work? Would you be interested in joining any of them?

19 Have you ever participated in a meeting at your workplace? If so, what was it like? What skills did the people at the meeting use? Was the meeting productive? Why or why not?

20 Many businesses make use of research in the workplace. What are some ways that a company can use research? How does your company use research?

21 What are research skills? Are you ever asked to use research skills in your workplace? If so, describe the work that you do and the skills that you use.

22 What is capital? Why is capital important in a business venture? Brainstorm a list of ways to raise capital for a new business idea.

23 Saving money is very important to most companies. If a company wants to get its supplies at the lowest price possible, how can they do so? Think of as many ways as possible.

24 Suppose you decide to open a gift shop. Describe some of the planning, management, finance, labor, technical skill, health and safety, and community issues you will have to consider as you develop your business plan.

25 Suppose you are a business owner and you have just decided to expand your stores to include a new branch. What financial issues will you need to think about? Brainstorm as many examples as you can.

26 Are basic math skills important to your job? Make a list of all of your job responsibilities that require math skills.

27 Are writing skills important to your job? Make a list of all of your job responsibilities that require good writing skills.

28 Describe three or four different jobs at your workplace. How might you use communication skills in each of these jobs? How are the communication skills needed in each of these jobs similar? How are they different?

29 You are listening to your supervisor give instructions for a task. There's something she hasn't addressed that you feel you need to know. What should you do?

30 Many jobs require strong negotiation skills. Think about your own job and brainstorm a list of possible situations in which you might need to use such skills.

31 Give an example of a real situation in which you used negotiation skills at your workplace. What happened? How did you handle the situation? What did you learn from this situation?

32 Businesses are becoming increasingly reliant on computers. Do you use computers in your work? If so, for what tasks? What are some other ways that computers are used at your workplace or in your industry?

33 Do you think that a computer or robot of some kind could ever replace your job? If so, describe the situation as you imagine it.

34 Time management and scheduling are important work skills. Consider the big picture of the industry you work in, and make a list of all of the scheduling requirements and time management issues related to the different jobs in your industry.

35 How is your work affected when other employees don't meet their deadlines? If you don't get your work done in a timely manner, how does it affect the work of others?

36 Suppose today's headline in your hometown's newspaper reads, "City Council Approves $10 million Convention Center... Expected Returns: $100 Million/Year of Business to the City." What effect might this have on the business you work for?

37 Make a list of the advantages and disadvantages of working for a family-owned business. Review your list and decide whether or not you would like to work for a family-owned business. Give reasons and examples to support your answer.

38 How could foreign language skills benefit you in your current job? Think about the big picture of your industry. What other jobs in your industry would benefit from foreign language skills?

39 How many pounds of trash would you estimate your business produces in a typical day? A week? A year? How does your company deal with its waste? Has your company ever had any problems arise from waste management issues?

40 What skills do you need to operate a cash register effectively? List all the skills that you can think of. To what other kinds of technology could you apply these same skills?

41 Some jobs require that a person be certified before he or she can perform the job. Brainstorm a list of jobs that require certification. Are there any such jobs within your company? If so, describe them.

42 Do you think it is right for a company to require employees to have a good attitude, and to exhibit cheerfulness and enthusiasm? Why or why not?

43 Give a definition of professional conduct. Does professional conduct mean different things in different industries? What does professional conduct mean for a construction worker? What does it mean for the CEO of a large corporation? What does professional conduct mean in terms of your own job?

44 Suppose you're working as a mail clerk for a huge corporate firm. You're in the elevator with a top executive. You're aiming for a promotion, and want to impress her by the time you get to the 30th floor. Considering the big picture of your industry, what can you say to her?

45 Brainstorm a comprehensive list of all the jobs you can think of that make up the food industry. Don't forget the companies that manufacture food products or those that sell them. When you are finished, think about your list. Does the number of jobs you came up with surprise you? Are you surprised by the variety of skills required for jobs in the food industry?

46 What is cross-training? Have you had any opportunities to cross-train at your current job? If so, what did you learn from the experience? Did you think it was useful? Why or why not?

47 Think of all the ways that receiving a salary is different from being paid by the hour. Which type of payment would you prefer to receive? Why?

48 Is knowledge of other cultures useful in your job? Why or why not? Give reasons and examples to support your answer.

49 Is there a business or store in your town that recently closed? If so, think about the big picture, and make a list of all the factors you think may have contributed to the closing.

50 Consider the business or company that you work for. What kind of public image does it try to project? Where does that image come from and what is it based on? What does the company do to create and promote that image?

51 You have just started work at a new job. What kinds of things can you do to get the big picture perspective on the company and the industry? How will this benefit you in your work?

52 Suppose your supervisor has left you alone with a list of tasks to complete by the time he returns. One of the tasks involves using a strong cleanser you've never used before, and you think there might be safety precautions to take when you use it, but you aren't sure. What should you do?

53 Many companies offer health benefits to their employees. How could a preventative medicine program help a company? How could it help employees?

54 Suppose that currently, your company does not offer health insurance to all employees, but you want to suggest to your employer that they begin to offer this benefit. Make a list of reasons that you could propose in support of your argument. Be prepared for counterarguments -- why might a company not want to give all of its employees health insurance?

55 Which industries do you think are most dependent on the weather? Which industries are only moderately affected by the weather? Has your job ever been affected by the weather? If so, give an example.

56 Is physical appearance important to success at your workplace? In your opinion, should appearance have an influence on success on the job in general?

57 What is a cost containment program? What are some reasons that a company might implement such a program? How would it affect the company's employees? What other aspects of the business might it affect?

58 Do you ever use creative skills in your job? If so, give an example. Think about the big picture of your industry and list other jobs that utilize creativity. Brainstorm all the ways that an employee's creativity can contribute to the success of a business.

59 Many companies ask employees to write yearly or quarterly goals for their professional development. What might these goals look like for your job or industry? Make a list of goals for yourself in your current job. What planning skills and activities are necessary to meet these goals?

60 Many companies sometimes require employees to work overtime. In your opinion, is this practice justified? Why or why not?

61 Given the interrelatedness of all jobs, and the belief that all work is important, why are salaries for some jobs higher than those for others?

62 Imagine that you work in the finance department of a large construction company. Do you think learning more about the work involved in other aspects of the company would help you do your job better? If so, why? Give examples to support your answer.

63 Do some cities or geographic areas provide more diverse cultures and environments for employees than others? If so, give examples and explain why.

64 Name the five most important qualities that a person needs to have to do your job well. Give support for your choices.

65 Over the course of your career, which would you find more rewarding - intense study in a specialized field or a less intense, broader knowledge of many different fields? Give reasons to support your answer.

66 Suppose you are riding the bus to work and, as the result of a sudden stop, your coffee spills all over the front of your shirt. If you go back home to change, you will be late for work. At your current job, which would be worse -- to go to work with coffee stains on your white shirt or to arrive a half-hour late? Would your answer be different if you worked in a different industry or job? Why or why not? Give reasons and examples to support your answer.

67 What are the various professional organizations associated with your current industry? Remember to consider the big picture perspective of your industry when answering this question.

68 Suppose that you love basketball, but unfortunately you are only 5'8", and you will never be a professional basketball player. Brainstorm a list of other careers that you could pursue that would still give you the opportunity to do work that is related to basketball.

69 Most companies have their own "corporate culture." Describe the corporate culture at your current workplace. Do you feel that it's important for employees to fit in with a company's corporate culture? Why or why not?

70 The national economy has been strong for the past several months, and consumer spending is up. How might this situation affect your current job? How might it affect other jobs in your industry?

71 You work for a clothing company and have been asked to think about ways to increase the company's cultural diversity. Considering the big picture of the industry, brainstorm a list of recommendations.

72 Imagine that you would like to pursue a career in the music industry. Would negotiation skills be useful in this industry? Think of as many positions in the industry as possible in which strong negotiation skills would be helpful.

73 Suppose you are in the middle of a fight with your sister or brother. How can you use this situation as an opportunity to practice various job skills?

74 Think about your current workplace. Does your company have an impact on the local or world community? Beyond the product or service it makes or delivers, what are the effects of the company on the community?

75 Consider your current job skills and brainstorm all the ways in which you could use your skills as a volunteer in your community.

76 Observe the supervisors/managers with whom you work. Do some of them have better supervisory and delegation skills than others? What makes the difference between good supervising and bad supervising? Be specific in your response.

77 Suppose that you and your co-worker are having a disagreement over who has to complete a certain task. Your supervisor comes over and helps you agree to do the work together. What are the different skills she uses to work out this agreement?

78 You're interested in finding out more about your rights as a worker. How and where can you get this information?

79 Suppose your work involves spending some time selling and some time supervising others. In what ways might you use your teamwork skills in each of these areas?

80 Suppose that lately you have been feeling a little bit bored with your job as a cashier at a grocery store. You think that you would find it more interesting and fulfilling if you could be involved in some other aspects of the business. What are some suggestions you can make to your employer so that you can achieve this goal?

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81 You are interested in finding out more about the safety and environmental history of the business you work for. How can you find this information?

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82 Suppose you work for a growing, successful company, and it has struck you recently how much more the company and its leaders could be giving back to the community. What could you say to the organization's top officials to convince them that the company should work harder to help ensure that the community prospers?

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83 Most meetings are conducted with certain rules of conduct, which are spoken or unspoken. For example, some meetings have a facilitator or require participants to raise their hands before speaking. Some meetings even use complicated systems or rules, such as Robert's Rules of Order. Why do you think that many people consider it important to run a meeting with certain rules? If you were in charge of a meeting how would you run it?

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84 Think about your current workplace and consider whether or not it is accessible to the disabled. If not, make a list of proposed changes to make it more accessible.

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85 What is the Americans with Disabilities Act? What impact does this law have on the workplace? Why is this type of legislation important?

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86 What is sexual harassment? Have you ever witnessed sexual harassment at your workplace? What would you do if you did witness or experience sexual harassment?

87 As you progress in your career, do you think it's important to increase and upgrade your job skills? If so, make a list of ways that you can do so.

88 Make a list of issues that are important to your community. How can the company or business that you work for get involved with those issues? Is it important for businesses to be involved in the community? Why or why not?

89 What is troubleshooting? What skills are involved in troubleshooting? Think of a time in your current job when you have acted as a troubleshooter and describe the situation.

90 Give a detailed description of your work environment. What does this environment say about the company or business you work for? Make a list of all the different processes and skills that went into the creation of this environment.

91 Teamwork is an important part of many jobs. Sometimes, people don't like teamwork because some members of the team end up doing more work than others do. Make a list of strategies to ensure that each member of a team does his or her fair share of the work.

92 Make a detailed list of your daily work activities. What specific skills do you use every day to get your work done?

93 Do you work outdoors or indoors? Brainstorm jobs in each category. How do health and safety concerns differ in each situation?

94 Think about your "dream job" and give a detailed description. What kind of technical training will you need to obtain your dream job? What kind of academic background will you need?

95 Describe your most recent job interview. Do you think you did a good job in the interview? What were some of the specific skills and strategies that you used in the interview? How can you do a better job the next time you have an interview?

96 Many jobs involve work with the public. Sometimes, this can mean dealing with angry or abusive customers. Has this ever happened to you? Make a list of skills and strategies you can use if you are ever in this kind of situation.

97 Does your job require that you wear a uniform? If yes, describe it. If not, think of several jobs that do require uniforms. What are some reasons why a company might require its employees to wear uniforms? Do you prefer a job that does or doesn't require uniforms? Why or why not?

98 Many companies plan yearly picnics or other events for their staff. Does the company you work for organize any such events? Do you think such events serve an important purpose in the workplace? Why? If you were the president of a large organization, what would your policy be on such social events?

99 What do you know about the history and current role of labor unions in the United States? Is there a particular union affiliated with your industry? What might be some of the advantages or disadvantages of being a member of a union?

100 How many people are involved in management of the business you currently work for? What are the different management tasks required to make the business run effectively?

101 Think about the principle product or service provided by the company you work for. How would your community, the country, or the world be different if that product or service didn't exist? How would things be different if the entire industry didn't exist?

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TEENS WORKING

CRITICAL WORKPLACE ISSUES

Turning Earning > Into Learning

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This document is one piece of the toolkit called Teens Working: Turning Earning into Learning. *The other pieces of the toolkit include the facilitator and student guides, the Wheel of Careers Game, and Question Box questions. Please refer to the* Teens Working *Facilitator Guide for a comprehensive description of each of the above.*

TEENS WORKING

CRITICAL WORKPLACE ISSUES

Turning Earning > Into Learning

THIS PUBLICATION WAS DEVELOPED BY THE NORTHWEST REGIONAL EDUCATIONAL LABORATORY (NWREL) WITH FUNDS FROM THE U.S. DEPARTMENT OF EDUCATION OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT. THE CONTENTS HOWEVER DO NOT NECESSARILY REFLECT THE VIEWS OF THE ABOVE OR ANY OTHER AGENCY IN THE U.S. GOVERNMENT.

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Critical Workplace Issues

NOTES
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Taking a job is a step toward adulthood in our culture. A job offers many opportunities for young people, not only to earn a paycheck and a bit of independence, but also to learn and practice valuable skills. Working also presents many issues, any number of which could be considered "critical." For example, the workplace may be the first place where young people must interact with adults who are not family members, neighbors, or teachers. Young workers must get along with bosses and co-workers, some of whom may not be empathetic to the emotional needs of adolescents. As with any employee, young employees must arrive on time, deliver appropriate customer service, and learn the proper etiquette for quitting a job. All of the above are critical issues for working teens, and any one could be the topic of a lesson or a major part of a work-related curriculum.

Among these many possibilities, however, the issues of health and safety, sexual harassment, sexual orientation, and cultural competency in the workplace have been chosen for Critical Workplace Issues. At some point in their careers, whether tomorrow or further down the road, your students may find that having knowledge of one or more of these issues may mean the difference between an unfortunate work experience and a successful workplace experience. Thus we deem these issues to be critical for your students to study, and we provide these lessons accordingly. These topics deal with laws, regulations, and policies that can be complex and difficult to understand without guidance. Some are topics that may be awkward for young people to discuss; nevertheless, we believe that the lessons should be useful to high school students.

This adaptable component of the Teens Working toolkit, then, contains four scripted classroom lessons. Each of the four lessons includes:

REASONS FOR ADDRESSING THE ISSUE: rationale for offering the lesson

AIM OF THE LESSON: general statement of expected outcomes

THINGS TO CONSIDER: list of what a facilitator might anticipate and plan for, including possible strategies to use when discussing sensitive issues

BACKGROUND FOR THE LESSON: short explanations of laws, regulations and policies, and grounding information for the lesson, including some references to other resources

TEACHING TOOLS: list of student handouts and overheads to be used during the lesson

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LESSON ON THE TOPIC: script for the facilitator, including activities, for an interactive lesson, prompts for discussion and questions for reflection

ADDITIONAL ACTIVITIES: a list and description of activities related to the lesson topic. Activities are divided into *short*, which can be completed during a class period; *mid-length*, which can be done independently or during one or two class periods; and *longer/independent*, which students can do independently.

RELATED TOPICS: a short list of general topics related to the lesson with suggestions about aspects that students could study

STUDENT HANDOUTS/ANSWER SHEETS AND/OR OVERHEADS: teaching tools that accompany the lesson

INFORMATION SOURCES FOR THE LESSON: a list of sources for facts, statistics, quotes and background information used or cited for the lesson

Tips for Using the Lessons on Critical Issues in the Workplace

- Deliver the lessons in the classroom in conjunction with the use of the other components of Teens Working.
- Use the lessons as the basis for special workshops for working teens.
- Adapt and use information from the lessons, or the lessons themselves, as part of curricula for health, social studies, U.S. history, U.S. government, business practices, law, and/or career classes.
- Use the Information Sources in the lessons as a guide to additional information on the various issues including Web site addresses for government departments and agencies regulating workplace practices.
- Use the subjects introduced in Critical Workplace Issues as topics for research reports, business letters, newspaper articles, creative writing projects, and other student assignments.
- These four lessons are not in any sequence of significance. Use them in any order you wish, preferably as the issues arise for your students while they are working.
- In addition to addressing these issues through the provided lessons, you can, alternatively, start with any of the shorter activities that may be of relevance to your youth.

Health and Safety in the Workplace

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REASONS FOR ADDRESSING THE ISSUE

Workplace health and safety are paramount to any worker or employer, but safety is particularly important to adolescents. The National Institute for Occupational Safety and Health estimates that per year around 200,000 adolescents are injured on the job while another 70 teens per year die from work injuries. A good deal of research has been conducted about health and safety concerning working teens. Below is a quick summary of the reasons this is a critical issue for teens:

PHYSIOLOGICAL REASONS

- Because most machinery and equipment is not designed for the adolescent body, there may be a mismatch between the machinery and a young worker which, studies have shown, can contribute to injuries.
- Adolescents need more sleep than adults (generally nine hours per night as compared to eight). The combination of attending school, doing extra-curricular activities, and working may lead to sleep deprivation, which, studies have shown, increases the risk of injury on the job.

PSYCHOLOGICAL REASONS

- Young employees may be assigned complex work tasks for which they are not ready. This problem may be compounded by a typical adolescent desire to assert independence and a contingent reluctance to ask for help or for directions to be repeated.
- Teens may lack confidence in asking for instructions and may be hesitant to decline dangerous tasks.
- Some teens act hastily or carelessly, without due attention to safety.

SITUATIONAL REASONS

- Many teen workers frequently change jobs, which means that they are often working in positions where they have little experience. Lack of experience increases the risk of injury in part because inexperienced employees lack information necessary for working safely.
- In addition, teens often have the types of jobs that do not provide adequate safety training or provide proper supervision.

AIM OF THE LESSON

The aim of this lesson is to encourage teens to work safely on their jobs by taking safety seriously. It is designed to increase their consciousness of workplace health and safety hazards, inform them about laws regarding safety and jobs for young people, and build their confidence to identify and report workplace hazards.

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THINGS TO CONSIDER

- Workplace safety and health may not be an enticing topic for many teens. Therefore, it is important to connect it firmly with their best interests and with their own jobs.
- It is possible some students are working at prohibited jobs or longer hours than allowed. In these cases, their employers may be violating the Fair Labor Standards Act. You will want to know your school or program's policy, if one exists, on handling this information should it be revealed during discussion. Also you may want to consider what you will do, or advise students to do, if illegal employment or employer irresponsibility is an issue.

BACKGROUND FOR THE LESSON

REGULATING HEALTH AND SAFETY

- OSHA, or the Occupational Safety and Health Administration, is a government bureau created by the 1970 Occupational Safety and Health Act. Functioning as a department within the Department of Labor, OSHA is responsible for creating and enforcing workplace safety and health regulations.
- NIOSH, the National Institute for Occupational Safety and Health, is an institute within the CDC (Centers for Disease Control), which is, in turn, an agency within the Department of Health and Human Services. This organization was also created by the Occupational Safety and Health Act of 1970. NIOSH conducts research on injuries/illnesses related to work, and makes recommendations on these matters. It also investigates possible workplace hazards as requested, evaluates workplace hazards, develops prevention methods, and educates/trains persons involved in the occupational safety and health field.

There are several points you and your students should know regarding the workplace standards/regulations promulgated by the 1970 Occupational Safety and Health Act:

1. The Act gives to employers the basic responsibility of establishing a workplace free of hazards.
2. Under the Act, the employer must tell her or his employees about any OSHA standards that apply to their workplace. If asked, the employer must make available copies of those standards, as well as of the OSHA law itself. Employers with more than 10 employees are required to keep records of all work-related injuries and illnesses, and to allow employees to view these records. If an employee desires more information on workplace hazards than can be obtained from the employer, he or she can contact the nearest OSHA office.

3. Employees should report workplace hazards to their employer/supervisor. If the hazard is not corrected, the employee should contact the closest OSHA office. When given a written complaint, OSHA will decide whether or not there are grounds to do an inspection. If it decides against an inspection, OSHA will send the complainant a letter explaining its decision. If there is an inspection, employees have the right to speak privately and confidentially with the OSHA compliance officer (the inspector), and employees have the right to choose an employee representative to accompany the compliance officer during the inspection. OSHA will not tell the employer who requested the inspection unless the complainant gives permission to do so.

4. Under the Act, one cannot punish or discriminate against an employee for bringing a hazard to the attention of a supervisor, OSHA, a union, etc. If an employee thinks that she or he has, nevertheless, been punished for practicing these rights, she or he should "contact the nearest OSHA office within thirty days of the time they learn of the alleged discrimination."

5. Some states have their own occupational health and safety programs. However the rights and responsibilities of employees in those states are usually the same as those given by the Federal OSHA.

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PROHIBITED JOBS AND HOURS

These are outlined in the "overheads" section: "Forget These Jobs—Unless You're 18"and "Working Hours for Teens." You can get additional information by contacting your local Wage and Hour Division of the U.S. Department of Labor or at http://www.dol.gov/dol/opa/public/summer/guide/flsa.htm.

For an explanation of the dangers of the Five Worst Jobs for Teens identified by the National Consumers League and listed on the student handout "Am I Cruisin' for a Bruisin' on My Job?"

TEACHING TOOLS

Student handout: "How Did It Happen?"

Student handout: "Am I Cruisin' for a Bruisin' on My Job?"

Overhead: "Forget These Jobs—Unless You're 18"

Overhead: "Working Hours for Teens"

Overhead: "Workplace Safety: The Law"

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LESSON

1. Distribute the handout "How Did It Happen?" and ask the students to identify the job on which each of the instances might have occurred. Ask students what information or behaviors might have prevented these conditions and/oraccidents.

2. Define for your students the phrase "workplace hazard."
Workplace Hazard: An object, situation, or behavior that presents a danger or risk to the health or safety of a person on the job or in the workplace.

   Write the definition on the chalkboard or flipchart and then have the group identify the hazards in each of the descriptions on the handout.

3. Now ask students to identify "the most dangerous thing about their own jobs." Ask anyone who has been injured o made ill on the job (or knows of a workplace injury) to describe what happened and how it could have been prevented. Have the students discuss minor incidents that could have been worse, such as grill burns, falls, headaches from fumes, muscle strains, or stress from carrying out difficult assignments. For each example, ask the student to identify the hazard and/or the behavior that resulted in the accident/condition

4. Distribute the handout "Am I Cruisin' for a Bruisin' on My Job?" Have students answer the questions, calculate their safety scores, and share these with the group.

   Referring to the handout, have students discuss why the jobs listed in Question 10 are considered by the National Consumers League as "The Five Worst Teen Jobs." If students are working—or have been employed—at these jobs, have them describe the job and what precautions they take to keep themselves safe.

5. Display the overhead "Forget These Jobs—Unless You're 18." Ask the group to identify the hazards of, and to describe accidents that could occur at, a few of these jobs.

6. Point out that being alert on the job can prevent accidents. Ask students whether they like to sleep in on weekends or holidays, or if they ever wake up wishing they could roll over and sleep another hour. Point out that young people actually need more sleep—nine hours a night—than adults and that one hazard for teens is trying to balance work, school, activities, friends, and adequate rest.

   Display the overhead: "Working Hours for Teens," and tell the group that the Fair Labor Standards Act regulates the number of hours teens can work. Ask them to identify their age category and decide whether or not they are working legal hours. Point out that it is the responsibility of employers to schedule young workers' hours according to these regulations (but employees should, of course, also regulate their own hours).

7. Ask the group whether they know of other employer responsibilities connected with workplace health and safety. Using their knowledge as a base, display the overhead "Workplace Safety: The Law." Ask students to identify which of their job duties might be covered by OSHA regulations.

8. Review what students identified in Step 2 as the most dangerous things about their jobs. With these in mind, ask students to reflect on what they have learned in this lesson. They could answer the following questions:

   - ✔ Is there something you are routinely doing on the job that is unsafe?
   - ✔ Is it possible that you could be hurt on your job? If so, how? What are you doing to prevent it?
   - ✔ What safety training did you receive on the job? Are you carrying out your duties as described in safety training?
   - ✔ Have you ever had or almost had an accident at work because you were low on sleep?
   - ✔ If you are generally tired, how might you arrange your schedule to get more rest?
   - ✔ Is your health or safety in jeopardy because of your co-workers' behavior on the job? If so, what could you do about this?
   - ✔ Are there hazards on your job that your supervisor needs to know about? Do you feel comfortable reporting these to your supervisor?
   - ✔ What have you learned about workplace health and safety that you could consider in other areas of your life, such as safety at school or in your home?

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deep thoughts + doodles

ADDITIONAL ACTIVITIES

SHORT

- Show a NIOSH video and follow with a discussion about the students' current jobs. NIOSH offers a variety of videos, including such titles as "Case Study of an Assembly Line," and "Personal Protective Equipment," which can be purchased for $25 each. To order, go to the NIOSH Web site, and follow the "Publications" link to "Videos."
- Use the Health and Safety set of questions from the Question Box activity.
- Have students form small groups and then ask each group to write a scenario where a workplace safety or health issue has arisen and action should be taken. To help students get started, you can read to them the sample role-play scenario on the next page:

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deep thoughts + doodles

"When the restaurant where you work needs a serious cleaning, the managers have you use a variety of cleansing agents. One day as you are working with one of the cleaning solutions, you feel that its fumes are giving you a headache. What will you do?"

Have the groups exchange scenarios. Give the groups time to decide what action should be taken and to practice acting out the scenario and its solution. After the groups role play the scenarios, let the class discuss the solution and offer alternatives if appropriate.

MID-LENGTH

- Have the students write down at least one specific resolution concerning workplace safety on their job. You could offer these examples to encourage specificity: "I will ask my supervisor about how to empty the coffee urn while it is still hot" or "I'll wear the back support when I'm lifting the cases of soda." Then have your students:
  - Pick a partner
  - Share resolutions with their partners; and,
  - Agree on a time-perhaps in a week—when they will report back to their partners on their progress on their resolutions.
- Invite someone from the medical profession to speak on their experiences treating on-the-job injuries. Have students prepare questions to ask concerning both workplace safety and the person's career.
- Take a field trip to a construction site. Have students observe and write down any safety hazards they see, warning signs, safety rules which may be posted, and any safety gear they see being worn. Consider offering a prize for the longest list.

LONGER-TERM

- Using a CAD program, have students design a dangerous workspace and then redesign it for safety. If they have access to building codes or design information that addresses safety, have them incorporate these in their redesigned space. (A restaurant kitchen, a stock room or a dressing room in a retail store could be good spaces to analyze.) Have them present both designs, describe their improvements and ask the group for alternative designs.
- Ask students to read Upton Sinclair's *The Jungle*, or another book related to job health and safety. Have them write a review of it from the perspective of OSHA or NIOSH.
- Have students research workplace health and safety issues and regulations in countries where products they wear or use are manufactured, for example, in the manufacturing of athletic shoes and clothing in Asian countries or in the growing and processing of foodstuffs in Mexico.

RELATED TOPICS FOR STUDY OR RESEARCH

NOTES

deep thoughts - doodles

The Department of Labor: Why was the DOL established and what are some of its significant rulings on workplace health and safety that influence companies that employ teens?

Sleep: What is sleep deprivation? How does getting enough sleep affect job performance for people of various ages?

General Health and Well-Being Issues: Why do some companies have health clubs in the workplace?

Alcohol and Drugs: Which industries give mandatory drug tests for employment, and why?

Ergonomics: What is the study of ergonomics, and how might workplaces' productivity, as well as safety, be put in the field of study?

Student handout

How Did It Happen?

1. A young man's lower back, buttocks, genitals and upper legs were terribly burned. The injury required many months in the hospital and numerous skin grafts from other parts of his body.

2. A worker picked up his severed arm, walked with it for over a mile and then drove his four-wheeler with one hand for help.

3. A young woman was bitten on the finger. The wound became infected. The surgeon had to slice open the joint, lay back the skin and tissue, scrape and disinfect it.

4. A young man fell only eight feet but hit his head and was in a coma the night before he was to graduate from high school.

Answers Sheet for Student handout

How Did It Happen?

1. A young man's lower back, buttocks, genitals and upper legs were terribly burned. The injury required many months in the hospital and numerous skin grafts from other parts of his body.

   This happened in a restaurant. A worker took a fryer filled with hot oil out of the stove to empty it. He set it on the floor. The young man then backed through the kitchen door while carrying dishes, slipped and sat in the hot oil.

2. A worker picked up his severed arm, walked with it for over a mile and then drove his four-wheeler with one hand for help.

   This happened on a ranch. The worker, who was fourteen years old, was alone in a distant field. He tried to unclog a moving piece of farm machinery. Note that this is a job a fourteen year-old should not have been doing.

3. A young woman was bitten on the finger. The wound became infected. The surgeon had to slice open the joint, lay back the skin, scrape and disinfect it.

   This happened in the parking lot of a fast food restaurant. The worker was emptying garbage, lifted a kitten from the dumpster and was bitten.

4. A young man fell only eight feet but hit his head and was in a coma the night before he was to graduate from high school.

   This happened on a construction site. The worker was sitting on top of an interior wall and leaned over too far to hear what his foreman wanted him to do. Note that 14 and 15 year-olds are legally not allowed to do any construction work, and teens 16 to 18 are prohibited from certain kinds of construction work, such as roofing and excavation operations.

Student handout

Am I Cruisin' for a Bruisin' on My Job?

1. Did you receive safety instructions for doing your job?
   ☐ Yes ☐No
2. Do you know where to find the first aid kit and fire extinguisher?
   ☐ Yes ☐No
3. Do you get enough sleep so you aren't tired on your job? ☐ Yes ☐No
4. Do you avoid "horsing around" with your co-workers or customers? ☐ Yes ☐No
5. Do you give work tasks your full attention? *(Instead of trying to do several things at once or allowing your mind to wander because you've done the job many times before.)*
   ☐ Yes ☐No
6. Do you work at a safe speed, even at the end of your shift or closing time, or if you are under pressure to get something done? ☐ Yes ☐No
7. If you were hurt on the job would you report it to your supervisor?
   ☐ Yes ☐No
8. Do you ask for safety directions when you are assigned a new task?
   ☐ Yes ☐No
9. Do you report safety hazards that you cannot correct to your supervisor? ☐ Yes ☐No
10. Do you work at any of the following jobs? ☐ Yes ☐No
    - Delivery and other driving—including operating or riding on forklifts and other motorized equipment
    - Working alone in cash-based businesses such as a mini-market
    - Traveling youth crews selling magazines or other products
    - Jobs where employers pay 'under-the-table' wages
    - Construction work in heights, contact with electrical power

GIVE YOURSELF A POINT FOR EVERY "NO" ANSWER.

IF YOU HAVE EVEN ONE POINT, YOU MAY BE CRUISIN' FOR A BRUISIN', A BURN, A BROKEN BONE, A MEDICAL PROBLEM—OR WORSE.

Overhead

Forget These Jobs— Unless You're 18

The Department of Labor prohibits those under the age of 18 from working at jobs involving:

1. Manufacturing or storing explosives
2. Driving a motor vehicle and being an outside helper on a vehicle
3. Coal and other mining
4. Logging and sawmilling
5. Power-driven wood-working machines*
6. Exposure to radioactive substances
7. Power-driven hoisting equipment
8. Power-driven metal-forming, punching and shearing machines*
9. Meat packing or processing including power-driven meat slicers
10. Power-driven bakery machines
11. Power-driven paper-products machines
12. Manufacturing brick, tile and related products
13. Power-driven circular or band saws and guillotine shears*
14. Wrecking and demolition operations
15. Roofing or excavation operations*

*Possible for apprentices and student learners

Overhead

Working Hours for Teens

Hour Limitations[6]

- 14 and 15 year olds may work outside school hours up at various nonmanufacturing, nonmining, nonhazardous jobs for:
    - 3 hours on a school day
    - 18 hours in a school week
    - 8 hours on a non-school day
    - 40 hours on a non-school week

- 16 and 17 year olds may work any nonhazardous job for unlimited hours (in accordance with minimum wage and overtime requirements).

- 18 year olds and up may perform any job, whether hazardous or not, for unlimited hours in accordance with minimum wage and overtime requirements.

Overhead

Workplace Safety: The Law

OSHA, the Occupational Safety and Health Administration, is a government bureau created by the 1970 Occupational Safety and Health Act. OSHA functions as a department within the Department of Labor. It is responsible for creating and enforcing workplace safety and health regulations.

The 1970 Occupational Safety and Health Act:

- Gives employers the responsibility of establishing a workplace free of hazards
- Says that employers must tell their employees about any OSHA standards that apply to their workplace
- Says that employees should report hazards to their employer/supervisor. If the hazard is not fixed, the employee should contact OSHA
- Says employers can not punish or discriminate against employees for reporting a hazard

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Sexual Harassment in the Workplace

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REASONS FOR ADDRESSING THE ISSUE

Information about sexual harassment is especially relevant to teens because they are young and relatively inexperienced in the workplace. They may not recognize harassment for what it is, and they may be unaware of their rights and recourse should they be harassed. In addition, teens need a safe, caring environment in which to discuss what may be a sensitive and embarrassing topic to them.

AIM OF THIS LESSON

This introductory lesson is designed to help students learn about laws that protect individuals from sexual harassment in the workplace and learn what to do in case sexual harassment occurs.

THINGS TO CONSIDER

- The topic of sexual harassment can be embarrassing to teens, just as it can be to older workers. By approaching the topic matter-of-factly as a legal issue, and by pointing out that sexual harassment is not about sex, but about power, you can set your students at ease. One of your goals should be to encourage your students to learn and to express their ideas, and experiences (and possible confusion) openly and safely.
- It might be helpful for you to explore your own experiences as you prepare to respond to your students' reactions to definitions and descriptions of sexual harasssment. You should be prepared also to answer complex questions or to guide your students to additional resources for answers. You might choose to bring in an outside facilitator trained in sexual harassment issues to co-present this lesson with you.
- The overhead, "Sexual Harassment: Law" is a simplified version of the facts. The section "Background for the Lesson," below, contains a more indepth explanation of how the laws that address sexual harassment in the workplace are connected to the Civil Rights Act. You may want to read and use this information to enhance the discussion of the laws or answer your students' questions.
- This lesson is meant for both the males and the females of the class. As the lesson will explain, males, as well as females, may be sexually harassed. Make sure your students understand that the lesson is meant for all of them.

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BACKGROUND FOR THE LESSON

Sexual harassment is covered by the 1964 Civil Rights Act. Title VII of this Act says that it is illegal to discriminate against someone in the workplace on the basis of race, sex, or religion. More particularly, the EEOC (Equal Employment Opportunity Commission) says that "harassment violates federal law if it involves discriminatory treatment based on race, color, sex (with or without sexual conduct), religion, national origin, age, disability, or because the employee opposed job discrimination or participated in an investigation or complaint proceeding under the EEO statutes." Years later, this title became the basis for holding sexual harassment to violate federal law. The Supreme Court made several rulings holding that, when sexual harassment is serious enough that it changes the conditions of the victim's employment, it is then a form of sex discrimination, and is therefore covered under the law.

Quid pro quo harassment is when someone who has some kind of authority over you at work asks you for sexual favors in exchange for a job benefit. Or it might be in exchange for not losing a job benefit, including your job itself. (The literal translation of the Latin phrase *quid pro quo* is "this for that.") *Quid pro quo* harassment can be somewhat subtle: the harasser does not have to explicitly request sexual favors. Rather, the pressure could be suggested by the circumstances: it could result from asking someone for a date, or trying to get someone to share their sexual fantasies.

Hostile work environment harassment, on the other hand, does not have to involve someone with job authority over you. Instead, hostile work environment harassment is when the workplace is made to feel hostile, intimidating, or offensive, or an employee's work performance is unreasonably interfered with, by unwelcome and inappropriate behavior. Hostile environment harassment can be committed by coworkers and/or third parties, as well as supervisors. Examples of this kind of harassment include displays of pornography, questioning someone as to her or his sexual preferences, insulting someone based on her or his gender, describing one's sexual exploits, making derogatory sexual remarks about women (or men), and so on.

TEACHING TOOLS

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- Student handout: "Raising My Awareness about Sexual Harassment in the Workplace"
- Student Handout: "Answer Sheet for Handout: Raising My Awareness about Sexual Harassment in the Workplace"
- Student handout: "Questions About Sexual Harassment"
- Student handout: "How to Respond to Sexual Harassment"
- Overhead: "What is Sexual Harassment?"
- Overhead: "Sexual Harassment: The Law"

LESSON

1. Have your students record their answers to the questions on the handout "Raising My Awareness about Sexual Harassment in the Workplace." Ask them to refer back to this handout during the lesson to confirm, change, or add to their answers as they learn more about the topic.

2. Explain to the class that sexual harassment in the workplace can be a difficult and embarrassing subject to discuss. Ask whether they think discussing sexual harassment is important? Why or why not?

   Promote the idea that as employees (or future employees) it is important that they have good information on the laws that address it and they know their rights in case they are harassed. Also suggest that as they themselves become supervisors or employers they will need to know about harassment so that they can develop a safe working environment for their employees.

3. Write the phrase "Sexual Harassment in the Workplace" on the chalkboard or flipchart and list one or two examples of what could be harassment such as "commenting about another person's body parts" or "pressuring another for a date." Ask students to suggest other examples of harassment. Record these. They might include:

- Sexist jokes
- Displaying pornography in the workplace, graphic descriptions of pornography
    - Vulgar language
    - Sexual gestures
    - Pressure for a date
    - Offensive or unwanted physical contact
    - Asking about someone's sexual preferences

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- Telling tales of sexual exploits
- Derogatory epithets/slurs
- Inappropriate or suggestive gifts (e.g., lingerie)

4. Now ask whether they are sure some behaviors are always harassment. For example, if someone at work asks you for a date and you don't want to go, are you being harassed? If someone says you have a nice figure, is that harassment? Display the Overhead, "What is Sexual Harassment," and go over the definition with the students.

   Display the overhead, "What is Sexual Harassment: The Law" and read and discuss it with the students. Encourage them to restate the information in their own words. Using the information on the overhead and referring back to their previous examples, ask them to identify what and when their examples would constitute sexual harassment. Emphasize that sexual harassment in the workplace is complex issue.

5. Distribute the handout "Questions about Sexual Harassment" and discuss it with the class. Point out that "Questions about Sexual Harassment" refers to laws and legal action. Now ask the students to discuss what actions they might take first, prior to legal action, if they felt they were being harassed.

6. Distribute the handout "How to Respond to Sexual Harassment." Have students read it and highlight or underline recommended actions. Have them decide and discuss which actions would be the most difficult to take and why.

   Now ask them to suggest what someone who was being harassed could specifically say to their harasser if they were taking the various recommended actions on the handout. For example, what might they say if they were "communicating that the behavior is offensive." What might they write in a letter demanding that the harassment stop?

7. To conclude, have students review their completed handout "Raising My Awareness about Sexual Harassment in the Workplace" and use the answer sheet for the handout to discuss the correct answers.

   Have your students reflect further on what they have learned by discussing or writing about the following—or similar—questions:

   - If you were harassed, would you report it to your supervisor? Why or why not?
   - Given the fact that a trial is likely to be arduous, do you still think you would take a case to court?
   - From what you've learned about the laws and legal standards for sexual harassment, do you think these should be changed and, if so, how?

- Do you think sexual harassment in the workplace is a major problem in our society?
- Can the recommended actions for dealing with sexual harassment in the workplace be applied in other situations where you might be harassed? Why or why not? Think about behaviors at school, on dates or in other social interactions.

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ADDITIONAL ACTIVITIES

SHORT

- Have small groups of students develop a harassment scenario, including taking appropriate actions for dealing with the situation. Have the groups role play their scenarios for the large group. Encourage the large group to offer feedback and discuss:
  - Whetheror not the scenario depicted harassment as it is defined by law
  - Whether or not the actions for dealing with harassment would/would not be effective in a real situation
  - What different or additional actions might be taken
- Have students design and post in an appropriate place an artistic, informative poster about workplace harassment with a short, clear message about what harassment is, how harassment should be handled, or what the laws say.

MID-LENGTH

- Have students research and create a one-page advisory on sexual harassment in the workplace. Before beginning, have them consider
  - Their audience
  - Where the advisory will be posted or published
- Have students write an article on sexual harassment, perhaps one in a series on workplace issues for teens, for the school or local newspaper.
- Have a small group of students preview a film about sexual harassment (for example, "Hostile Advances: The Kerry Ellison Story"). Introduce the film to the larger group and then lead a discussion using questions they have prepared.

LONGER/INDEPENDENT

- Have students write short plays with sexual harassment as a plot element and perform these for other groups of teens.

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- Have students research who in the community has expertise on sexual harassment in the workplace and arrange for one or more experts to speak in a class or during an event such as a student assembly or job fair. Experts might include someone from the Department of Labor or other government agency, an attorney specializing in labor or harassment litigation, a human resources staff member from a company or agency, a mental health worker, an employment or workforce development specialist, someone from a labor union, or someone who has been harassed on the job and taken successful action.
- Have students develop a resource binder for other students with information related to sexual harassment. The binder could include information sources, support groups, and phone numbers for appropriate government agencies.

RELATED TOPICS FOR STUDY OR RESEARCH:

- **The Supreme Court:** What are some significant rulings on sexual harassment, opinions of the various justices?
- **Legal History:** How sexual harassment has been connected with the rights outlined in the Civil Rights Act, how the definition of sexual harassment has changed, specific sexual harassment case rulings
- **Latin Legal Phrases:** Why Latin is used in legal documents, other Latin phrases aside from *quid pro quo* (i.e., *habeas corpus*, or *ex post facto*), that appear in legal language, and their significance
- **Sexual harassment in other countries:** How do cultural mores affect the definition of harassment and legal rights to recourse in other countries?
- **Sexual harassment in public schools in the United States:** legal rulings on harassment in schools with survey of students regarding harassment in schools

Student handout

Raising My Awareness About Sexual Harassment in the Workplace

1. Is the display of pornographic materials in the workplace sexual harassment?

2. Why do you think some people sexually harass their employees or coworkers?

3. Ignoring or avoiding harassment is the best way to deal with it. TRUE OR FALSE.

4. What is the key article of law for the issue of sexual harassment?

5. To what U.S. federal agency are sexual harassment claims to be reported?

6. Is demanding sex in exchange for a raise an example of quid pro quo sexual harassment or hostile work environment harassment? What is the literal translation of the Latin phrase "*quid pro quo*?"

7. Do you think that it is possible for a man to sexually harass another man, or a woman to harass another woman?

8. When would "complimenting" a coworker on her or his looks be okay and when would it be sexual harassment?

9. What would you do if you were sexually harassed on the job?

10. How can you make certain that your behavior on the job is not viewed as sexual harassment?

Overhead

What is Sexual Harassment?

Sexual harassment is "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature... when submission to or rejection of this conduct... affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment."

Overhead

Sexual Harassment: The Law

Sexual harassment is covered in the 1964 Civil Rights Act. Title VII of this Act says that it is illegal to discriminate against someone in the workplace on the basis of race, sex, or religion. Sexual harassment is considered to be discrimination on the basis of sex.

Quid pro quo harassment is when someone in authority over you at work asks you for sexual favors in exchange for a job benefit. (*Quid pro quo* is Latin. It means "this for that.") Harassment could result from a boss or supervisor asking for a date or trying to get an employee to look at pornography.

Hostile work environment harassment is when the workplace is made to feel hostile, intimidating, or offensive, or an employee's work performance is unreasonably interfered with by unwelcome and inappropriate behavior. Hostile environment does not have to be created by someone with authority. Examples include displays of pornography, insulting someone based on her or his gender, and/or making derogatory sexual remarks.

Student Handout

Questions About Sexual Harassment

> **I went along with it... does that mean it's not harassment?**

No. The harasser's actions must have been unwelcome, but having gone along with the behavior does not have to mean that the behavior was not unwelcome. You can file a legal claim even if you tolerated the behavior. But, for your protection, be aware that while you do not have to have protested to file a claim, having done so does significantly strengthen a claim.

> **Something happened that made me feel I'm working in a hostile environment, but it only happened once. Is it sexual harassment?**

Possibly. In general, hostile environment harassment is based on a series of offenses. However, if the incident was extremely severe, it may be enough to constitute hostile environment harassment.

> **The hostile and offensive comments in my workplace are generally directed at other people. However, I still feel that they've made work an uncomfortable and intimidating place for me. Do I have a claim?**

Yes. To be a victim of hostile environment harassment you do not have to be the person being harassed. Instead, you have to have been affected by the inappropriate and offensive conduct.

> **Regarding a claim of hostile environment harassment, how do I know if my offense is reasonable?**

This is an unresolved question for the issue of sexual harassment. Originally, the standard was whether a "reasonable person" would have been offended by the conduct. However, later it was argued, and recognized by the Ninth Circuit Federal Court of Appeals, that a reasonable woman might take offense where a man might not (and vice versa). This decision held that the standard was whether a "reasonable woman" would be offended. But later Court decisions have either overturned or ignored the issue of the "reasonable woman" and focused instead on the "reasonable person" standard. On the other hand, the EEOC's manual does propose that the conduct be regarded from the standpoint of a female employee.

> **I think I was sexually harassed at work, but I'm still doing pretty well at my job. Do I have a case?**

Yes. The situation does not have to be noticeably damaging to your job to be sexual harassment, nor does it have to be highly detrimental to your emotional well-being to be sexual harassment. The Supreme Court has ruled that "Title VII comes into play before the harassing conduct leads to a nervous breakdown. [...] So long as the environment would reasonably be perceived, and is perceived, as hostile or abusive, ...there is no need for it to be psychologically injurious." And "an employee who resists a supervisor's advances need not have suffered a tangible job detriment, such as dismissal or loss of a promotion, in order" to have a case.

> **Can a man be sexually harassed?**

Yes, men as well as women are sometimes sexually harassed, and the law protects them also.

> **I think I'm being sexually harassed, but it's not by someone of the opposite sex. Is this possible?**

Yes, there is such as thing as same-sex sexual harassment. A harasser is not always of the opposite sex of the person being harassed. And while many lower courts have rejected cases brought before them claiming same-sex harassment, the Supreme Court has ruled that federal law prohibits same sex harassment. For the Supreme Court, the issue at hand, as written by Justice Scalia, is whether you were discriminated against because of your sex, and "it is the conduct itself, not the sex or motivation of the people involved that decides." How might this be shown in a case of same-sex harassment? Possibilities include showing that there was a general hostility to people of your gender in the workplace, that you were harassed because you didn't fit the proper image for the job, or that you were harassed because you were not masculine/feminine enough.

> **I'm being sexually harassed, but I'm worried people will laugh at me for saying so, or won't believe me, since I'm not considered attractive. How can I handle this?**

Keep in mind that, as with rape, sexual harassment is not about sex. The motivation for the harasser is not attraction to the victim. Sexual harassment is, for the harasser, about power.

Student Handout

How to Respond to Sexual Harassment

Confront your harasser.

You might think that you should avoid your harasser(s) and hope that he or she will tire of such behaviors. However, at least in the case of sexual harassment, this is not the correct path to follow. Although it may be difficult, you should, in fact, directly approach your harasser. When talking to him or her you should "name the behavior"—say what he or she has been doing (be specific). Communicate that the behavior is offensive and unwanted.

Refuse to endure the harassment—demand that it stop. When talking to the harasser, keep the following in mind: be serious, and use strong body language (make eye contact, keep your head up and your shoulders back, don't smile.) "Timid body language will undermine your message." Also you should repeat your message if the person doesn't seem to get it. Do not allow the person to divert you; keep the conversation on topic.

In addition to speaking to the harasser, you may wish to write him or her a letter. Include in this letter the details of the harassment (dates, times, places, what happened, etc.), how the harassment has affected you, and your demand that it stop. Send your letter by registered mail. In sum, the EEOC says to, "directly inform the harasser that the conduct is unwelcome and must stop."

Document the situation.

This will help prove your case. Start a journal keeping track of the harassment. Include all pertinent information: dates of harassing incidents, times, places, conversations which occurred, what exactly happened, what was said, if he or she touched you, who was present, etc. Save any relevant communications (i.e., if you sent the harasser a letter asking him to stop, or if he or she sent you a harassing or obscene email, etc.). If there were inappropriate materials at the workplace (e.g., pornography), keep copies of them. Store a copy of all your documentation at home.

Report the harassment to your employer.

Research your office's policies (check your employee handbook, if there is one) so you can follow all relevant guidelines. Tell your supervisor, as well as other employees. But wait, use caution if your supervisor is part of the problem—maybe he or she has been participating in, or even initiating, the harassment. If so, then you may not feel comfortable reporting the harassment to your supervisor; or you may not feel that doing so would accomplish anything. Don't let this stop you from informing the company of the situation. You

might want to talk to the personnel or the equal employment opportunity office. In sum, according to the EEOC, "use any employer complaint mechanism or grievance system available."

Investigate your workplace.

Maybe other employees have also had problems with harassment. If so, ask them to inform management.

Document your job performance.

This is not to imply that you do not have a right to complain of sexual harassment unless you are a particularly good employee. All employees share the same legal protection from sexual harassment. The point is that your harasser, or someone attempting to deny your claim of harassment, may suggest that you're a bad employee, and that that's what the problem is. Your job performance may be criticized in an attempt to divert attention from the harassing behavior. To prepare for this possibility, save copies of anything, such as performance evaluations or certain memos, that validate that you do a good job at work.

Contact your union representative.

If you are a member of a union, make a point of talking to your union representative. Your union can be an important ally.

Accept support from those around you.

File a legal claim of sexual harassment if necessary.

In particular, if management doesn't sufficiently respond to your situation, file a complaint. The organization which receives complaints of harassment is the Equal Employment Opportunity Commission. Contact the EEOC, toll-free, at 1-800-669-EEOC. Or contact your state or local government, which will probably have a department that deals with issues of discrimination. To find them, you can start by looking in the government section of the phone book under Human Rights or Civil Rights. Also, do some research and find out more about your legal rights. As to a lawyer, you do not have to have a lawyer to file with the EEOC, but a lawyer specializing in harassment could be helpful to you. To find one, start by contacting your state bar association or women's bar association. In sum, you have a right to file a charge and should do so if you feel the situation warrants.

Answer Sheet for Student Handout

Raising My Awareness about Sexual Harassment in the Workplace

1. Is the display of pornographic materials in the workplace sexual harassment?
   Yes, if it causes a hostile environment or if it is used by a person in authority to suggest an exchange of job favors for sexual favors. (Overhead: Sexual Harassment: The Law)

2. Why do you think some people sexually harass their employees or coworkers?
   To gain or maintain power. It's about power, not sex. (Handout: Questions about Sexual Harassment)

3. Ignoring or avoiding harassment is the best way to deal with it. True or False.
   False. (Handout: How to Respond to Sexual Harassment)

4. What is the key article of law or the issue of sexual harassment?
   Title VII of the 1969 Civil Rights Act (Overhead: Sexual Harassment: The Law)

5. To what U.S. federal agency are sexual harassment claims to be reported?
   The Equal Employment Opportunity Commission (Handout: Questions about Sexual Harassment)

6. Is demanding sex in exchange for a raise an example of *quid pro quo* sexual harassment or hostile work environment harassment? **Yes. This is an example of *quid pro quo*, which means "this for that." (Overhead: Sexual Harassment: The Law)**

7. Do you think that it is possible for a man to sexually harass another man, or a woman to harass another woman? **Yes (Handout: Questions about Sexual Harassment)**

8. When would "complimenting" a coworker on her or his looks be okay and when would it be sexual harassment? **It would be sexual harassment if the compliment suggested asking for sexual favors in exchange for job favors or when it created a hostile atmosphere on the job. (Overhead: Sexual Harassment: The Law)**

9. What would you do if you were sexually harassed on the job? **Answers will vary**

10. How can you make certain that your behavior on the job is not viewed as sexual harassment? **Answers will vary**

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NOTES

deep thoughts + doodles

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Sexual Orientation in the Workplace

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deep thoughts + doodles

REASON FOR ADDRESSING THE ISSUE

Many teens may find that their workplace experiences include encountering discrimination, either against themselves or their coworkers, on the basis of race, ethnicity, gender, age, religion, national origin, or sexual orientation. We chose to provide this lesson on job discrimination on the basis of sexual orientation because it is a topic not often discussed and about which many students lack knowledge.

AIM OF THIS LESSON

This lesson informs students about the laws concerning gays and lesbians in the workplace. It encourages young employees to think through the issue of sexual orientation in the workplace, and facilitates discussion about how to make the workplace a safe and welcoming environment for all workers.

This is a long lesson. If you have an hour or less per session, you may want to split it into a few mini-sessions. Or you may choose to do only some of the activities in the lesson.

There are many thought-provoking reflection questions in the lesson. Pick and choose those that are most appropriate for your youth.

THINGS TO CONSIDER

- Think about your own attitudes about and experiences with discrimination against gays and lesbians in the workplace. If you think it will enhance the learning environment, share with students any relevant experiences you may have had. An effective strategy for dealing with this topic may be to identify ways to facilitate in a non-personal, unemotional, neutral manner. You may also wish to invite a guest speaker from a local organization that specializes in these issues.
- Consider the maturity level of your students before you begin the lesson. Some students may view homosexuality as humorous, threatening, taboo, or immoral. Remember that there may be gay, lesbian, or transgendered students in your group who might feel uncomfortable or singled-out; think about how you can facilitate meaningful discussion without allowing any student to feel "put on the spot" or derided for their beliefs, lack of knowledge, or for their sexual orientation.
- Be informed about the climate in your community regarding the topic, and know your school or program's policies on addressing job discrimination based on sexual orientation.

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- This lesson is an introduction to the laws that do or do not exist regarding job discrimination based on sexual orientation. After this introductory lesson, you may wish to continue with activities that give students the skills to address potential incidences of discrimination that they might experience at work.

BACKGROUND FOR THE LESSON

FEDERAL PROTECTION FROM DISCRIMINATION

Title VII of the 1964 Civil Rights Act, which is the Title that says that we cannot discriminate on certain bases, does not list sexual orientation as a category to be protected from discrimination. However, in May of 1998 President Clinton signed an order banning discrimination against employees of the executive branch of the federal government on the basis of sexual orientation (and/or gender identity). A later attempt to overturn this order was defeated.

LOCAL PROTECTION FROM DISCRIMINATION

Not all employees are without protection, however, because some states, counties, and cities have passed their own laws barring job discrimination on the basis of sexual orientation and gender identity.

Some jurisdictions, including the states of Illinois, Iowa, Maryland, New Mexico, New York, Pennsylvania, and Washington, have such a rule only for state employees. This type of rule can be established by an executive order (i.e., for a state, by the Governor, for the nation, by the President).

Other jurisdictions have passed laws protecting private sector employees from sexual orientation, and/or gender identity, discrimination. These include the states of California, Connecticut, Hawaii, Massachusetts, Minnesota, Nevada, New Hampshire, New Jersey, Rhode Island, Vermont, and Wisconsin, along with the District of Columbia.

Furthermore, numerous cities and counties have passed their own regulations barring sexual orientation discrimination in employment. A good place to find information about where gay and lesbian workers are protected is on the Internet.

If a state, county, or city has no such regulation, people may still have some protection because many companies have non-discrimination policies, some of which include sexual orientation and gender identity. For example, AT&T, Bank of America, Bell Atlantic, Dillons Groceries, Fannie Mae, the Marriott Corp., Motorola, Starbucks, TGI Fridays in Dallas, TX, U.S. West, and Walt Disney, Inc. have such policies.

Another point to remember is that the law is not settled on this issue. More jurisdictions may pass such regulations, and areas that already have such a law may overturn it (as has occurred, for example, in Ohio).

LAWS IN THE WORKS

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A federal bill has been introduced in Congress several times. ENDA, the Employment Non-Discrimination Act, would ban workplace discrimination based on sexual orientation. A broader version of such a bill was introduced in the mid-1970s. In 1994, a modified version of the bill was introduced, this time calling only for non-discrimination regarding sexual orientation in employment. The bill was reintroduced in 1996 and 1997. Here is the key section of the bill:

"A covered entity, in connection with employment or employment opportunities, shall not —

1. subject an individual to different standards or treatment on the basis of sexual orientation;
2. discriminate against an individual based on the sexual orientation of persons with whom such an individual is believed to associate or to have associated; or
3. otherwise discriminate against an individual on the basis of sexual orientation."

The bill is limited in several important ways: it would not apply to businesses with fewer than 15 employees, the military, nor religious organizations. Additionally, the bill's definition of non-discrimination in employment does not include providing equal benefits to employees regardless of sexual orientation. It bans affirmative action for gays and lesbians and, as written, the bill does protect heterosexual and bisexual employees.

TEACHING TOOLS

- **Student handout:** "A Few Facts About Sexual Orientation In The Workplace"
- **Student handout:** "Discrimination on the Basis of Sexual Orientation: The Laws"
- **Student handout:** "Companies with a Connection"

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LESSON

1. Tell students that they will be discussing an important workplace topic that requires their maturity and thoughtfulness. Write the phrase DISCRIMINATION IN THE WORKPLACE on the board or newsprint. Ask for a definition, making certain that they understand that job discrimination is acting on the basis of prejudice against a worker or group of workers.

   Have the students identify on what bases workers could be discriminated against. List these on the chalkboard. Examples should include: race, ethnicity, gender, age, religion, national origin or sexual orientation. If sexual orientation is not identified, add it to the list. When the list is complete, tell the group that job discrimination based on sexual orientation is the topic for this lesson.

   Acknowledge to the students that many people know little about sexual orientations other than their own or that many people have strong feelings about gays and lesbians. Remind them that there may be gay, lesbian, or transgendered students in the class, and that it's important that no one feels "put on the spot" or attacked for their lack of knowledge, personal beliefs or for their sexual orientation. Let the students develop ground rules for the discussions in the lesson, such as "no interrupting," "respect others' opinions," "be sensitive to other people's feelings," "no putdowns," and "attentive listening."

2. Return to the word DISCRIMINATION. Ask some of the following questions to facilitate a discussion and to promote the idea that job discrimination is hurtful, unfair, violates people's rights to earn a living, and undermines a just society:

   - ✔ What is the difference between offensive behavior, inappropriate behavior, and illegal discrimination?
   - ✔ Can anyone share a time they felt discriminated against at work? How did it make you feel? What did you do about it? What legal rights did you have in the situation?
   - ✔ Have you known anyone who has been discriminated against in the workplace? If so, describe. How did it make him or her feel? What did he or she do about it?
   - ✔ Is it acceptable to discriminate against a person in the workplace for any reason? Why or why not?
   - ✔ What, in general, may encourage some to discriminate against others in the workplace? What are the effects of discrimination? What effect does it have on the individual? On the work environment? On society as a whole?

- How does public sentiment (public thoughts about a topic) affect people's desire or ability to discriminate against others? For example, 40 years ago many white Americans felt that African-Americans and other minorities were not able to do, or were unworthy of, certain jobs and discriminated against them. What is current public sentiment towards minority groups like people with disabilities, Latinos, or gays or lesbians? How might this current public sentiment affect an individual who might discriminate against these groups?

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3. Distribute the handout "A Few Facts about Sexual Orientation in the Workplace." Read it with the students and ask them what conclusions they could make about discrimination in the workplace on the basis of sexual orientation. For example, do the statistics show that discrimination occurs? How widespread is this type of discrimination?

4. Distribute the handout "Discrimination on the Basis of Sexual Orientation: The Laws" and read it aloud together. Ask students some of the following questions in order help them understand the legal and political implications of passing laws that prohibit discrimination on the basis of sexual orientation:

   - What is your reaction to the information that there is no federal law protecting gay and lesbian employees?
   - Do you think that in the next few years more states, or other municipalities, will pass bills protecting gays and lesbians from employment discrimination? Why or why not? If yes, do you think that it will be just a few municipalities, or a good number of them? If no, do you think that existing bills will be overturned?
   - In your opinion, is it best for laws on this matter to be passed on to the national, state, or local level? Why? (This question is meant to inspire students to think about an important issue in political theory—the issue of the proper balance of power between the local, state, and national governments.)
   - Are there any changes you would make to the ENDA, and if so, what would they be?
   - Do you think that ENDA will pass in the next few years? If not, do you think it will ever pass?
   - Do you think that it is fair to exempt businesses with less than fifteen employees from rules like ENDA? Why or why not?
   - Do you think that the military and/or religious organizations should be exempted from anti-sexual orientation discrimination laws? Why or why not?

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5. Distribute the handout "Companies with a Connection." Ask the group what these companies have in common. If the students do not identify the connection, explain that the companies all have gay and lesbian employee organizations. Ask the following questions:

   - ✔ Were you surprised to learn that there are significant numbers of gay and lesbian employees in these different companies?
   - ✔ What can you conclude about the types of jobs that gay and lesbian workers hold?
   - ✔ Why might these companies have felt that it was in their and their employees' best interest to support these employee organizations?

6. Ask students what challenges gay, lesbian, bisexual, and transsexual employees might encounter on the job because of their sexual orientation. If they have difficulty offering examples, tell the group that you are going to give them some words or phrases and that they should consider the difficulties these suggest for some gay, lesbian, or transexual employees.

   Begin with the prompt words: "photos of family." The difficulty that gay or lesbian employees could encounter might be "worrying about displaying a picture of a significant other" as heterosexual employees feel free to do. The following are other prompt words and examples students could suggest. Record the words and their examples on the board or on newsprint.

Prompt Words	Possible Difficulty on the Job
Office Parties/Picnics	Not feeling comfortable bringing same-sex partner to office events while heterosexual co-workers are free to bring theirs
Speculation/Rumors	Stress of having co-workers speculate about your sexual orientation
Isolation	Feeling isolated or lonely when heterosexual co-workers talk about their boyfriends/girlfriends
"Coming Out"	Stress over whether you should reveal your sexual orientation
Getting Promoted or Fired	Fear that you might not get a promotion or you might be fired for being gay or lesbian
Showing off or "flaunting"	Worry that if you don't hide your orientation, or if you discuss your relationships, people will think you are "flaunting" your sexuality

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7. Now ask students to think for a moment about their own jobs and about reasons that their employers or co-workers could discriminate against them. These could include being young, being poor, being teen parents, being gay, being female, or being dyslexic.

   Keeping these reasons in mind, have the group brainstorm ways that employers, supervisors, and co-workers could create a workplace environment that would make them feel welcome. Now review the descriptions of how gays and lesbians might feel on the job and expand the list of what employers could do to relieve these difficulties. This list might include:

   - Being careful to be fair to everyone
   - Having a strong anti-harassment policy
   - Having zero tolerance of derogatory epithets and slurs in the workplace
   - Having an anti-discrimination policy that includes sexual orientation
   - Providing institutional backing for all minority support groups
   - Having strong and well-publicized grievance procedures

8. To conclude, have students reflect on what they have learned during the lesson using some of the following questions:

   - Before this lesson, did you notice sexual orientation as an issue at work?
   - What new information did you learn in this lesson about discrimination on the basis of sexual orientation?
   - Do you think that you could make a difference in creating a welcoming, non-discriminatory environment at your workplace? If so, how?
   - If you try not to discriminate, do you think your efforts would be appreciated by your co-workers? By your supervisor?
   - If you were to write a personal non-discriminatory policy to use when you interact with people different from yourself, what would it say?

ADDITIONAL ACTIVITIES

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SHORT

- Discuss definitions of one or more of the following vocabulary words: jurisdiction, municipality, heterosexual, homosexual, sexual orientation, gender identity, transsexual, in the closet, to come out of the closet, discrimination, executive order, a bill (in the legislative sense), rescind (a bill), public-sector employee, private-sector employee.
- Have students list different behaviors that would constitute discrimination in the workplace.
- Would you work for a company that did not have an anti-discrimination or harassment policy? Why or why not?

MID LENGTH

- Have students take a school poll to find out the status of the students' knowledge about the laws regarding discrimination and employment, including discrimination based on sexual orientation.
- Encourage students to find out whether the companies where they work have non-discrimination policies, and if so, whether they address sexual orientation and/or gender identity. Have them compare policies.
- Have students write an article (perhaps for the local newspaper) summarizing what they've learned about the legal situation regarding sexual orientation and employment.

LONGER/INDEPENDENT

- Have students research and choose a nearby area that has a law regarding sexual orientation in employment, or an area that has had such a law rescinded. Have them study the history of the law, and how it became a law. What groups were involved in promoting the bill? What kind of activity was carried out to pass the law? Were there groups who campaigned against the law, and if so what were they? Were there any specific legislators who promoted or argued against the bill?
- Have students find a company that has a non-discrimination policy that says something about sexual orientation and/or gender identity, and find out how the policy came about. Was it inspired by the employees, public opinion pressure, or was it initiated by the management?
- Have students research and write a political science paper on the Employment Non-Discrimination Act (ENDA) and present it to the class.

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RELATED TOPICS FOR STUDY OR RESEARCH:

- "Don't ask, don't tell" policy in the military
- Policies of religious groups concerning gays and lesbians
- Use of statistics in forming public opinion and reliability of statistics
- Laws regarding sexual orientation in other countries
- Support groups and organizations for gays and lesbians in high school
- What "executive orders "are and how they are used
- Laws addressing workplace benefits to partners of gays and lesbians
- Court cases involving sexual orientation

Student handout

A Few Facts about Sexual Orientation in the Workplace

- 66 percent of Fortune 500 Executives would hesitate to give a management position to a gay or lesbian person.
- 33 percent of gay men and 25 percent of lesbians report being discriminated against in some form on the job.
- 17 percent of gay men report being fired or denied employment because of their sexual orientation.
- 40 percent of lesbians and gay men who are 'open to employer/supervisor' report anti-gay/lesbian discrimination from co-workers.
- 13 percent of all reported hate crimes against gay men, lesbians, bisexuals, and transgendered persons occurred in the workplace.
- 27 percent lower wages were paid to gay and bisexual men than to heterosexual men [as of 1995].
- 76 percent of gay men and 81 of lesbians conceal their sexuality at work.

Student handout

Discrimination on the Basis of Sexual Orientation: The Law

Do we have laws against discrimination on the basis of sexual orientation?

Federal law protects us from discrimination on the basis of race, religion, age, national origin, and sex. Title VII of the 1964 Civil Rights Act, which is the Title that says that we cannot discriminate on certain bases, does not list sexual orientation as a category to be protected from discrimination. This means that gay and lesbian employees are working without legal protection from discrimination.

Are all gay, lesbian or transexual employees without legal protectionagainst discrimination?

No. It depends upon where you live or are employed. Some states, counties, and cities have passed their own laws barring job discrimination on the basis of sexual orientation and gender identity. The states of California, Connecticut, Hawaii, Massachusetts, Nevada, New Hampshire, New Jersey, Rhode Island, Vermont, and Wisconsin, as well as the District of Columbia, have passed such a law for private-sector employees. The states of Illinois, Iowa, Maryland, New Mexico, New York, Pennsylvania, and Washington have such a law for public-sector employees. Also in May of 1998, President Clinton signed an order banning discrimination against employees of the executive branch of the Federal Government on the basis of sexual orientation (and/or gender).

Furthermore, some private companies have their own nondiscrimination policies. These include: AT&T, Bank of America, Bell Atlantic, Dillons Groceries, Fannie Mae, the Marriott Corp. Motorola, Starbucks, TGI Fridays in Dallas, TX, U.S. West, and Walt DisneyCorp.

Another point to remember is that the law is not settled on this issue. More jurisdictions may pass such regulations, and areas that already have such a law may overturn it (as has occurred, for example, in Ohio).

Isn't there a law pending that will protect gay and lesbian employees?

Yes, ENDA, the Employment Non-Discrimination Act. It is a federal bill that has been introduced in Congress several times, but it has not yet passed. It would ban workplace discrimination based on sexual orientation. Here is the key section of the bill:

"A covered entity, in connection with employment or employment opportunities, shall not —

1. Subject an individual to different standards or treatment on the basis of sexual orientation;
2. Discriminate against an individual based on the sexual orientation of persons with whom such an individual is believed to associate or to have associated; or
3. Otherwise discriminate against an individual on the basis of sexual orientation."

The bill is limited in several important ways:

- It would not apply to businesses with fewer than 15 employees.
- It would not apply to the military nor to religious organizations.
- The bill's definition of non-discrimination in employment does not include providing equal benefits to employees regardless of sexual orientation.
- The bill specifically bans any affirmative action for gays/lesbians.

Another important note is that ENDA is written to protect heterosexual and bisexual employees, as well as gay and lesbian employees.

Student handout

Companies with a Connection

Adolph Coors Company
Aetna US Healthcare
American Airlines
American Express
Apple Computer
AT&T
Bank of America
Bank of Boston Corp.
Boeing Corp.
Charles Schwab & Co., Inc.
Chevron Corporation
Children's Hospital of Boston
Coca-Cola
Columbia University
DiverseCity Records
DuPont
E*Trade Group, Inc.
Ernst & Young, LLP
Fannie Mae
Federal Aviation Administration
Ford Motor Company
Genetech
Gloria Jeans Coffee
Hallmark Cards, Inc.
Hewlett Packard Co./Agilent Technologies
Human Rights Campaign
IBM
Informix Software
Intel Corporation
Jet Propulsion Lab
JP Morgan
Kaiser Permanente
Levi Strauss Associates
Lockheed Missiles and Space
Mecklenburg Country Government
MICROSOFT
Minnesota Mining and Manufacturing
Motorola (LMPS division)
National Institute of Health
National Science Foundation
NBC News
Nestle Beverage Company
New York Times Company
Nynex Corporation
Old Navy
Pacific Gas & Electric Company (PG&E)
PlanetOut
Polaroid Corporation
Procter & Gamble
Psychotherapy & Consulting
Quaker Oats Company
San Diego City Attorney's Office
The Seattle Times
Shell Oil Co.
Time Warner
United Airlines
The United Way
University of Illinois, Champaign
University of Pittsburgh
University of Texas
U.S. Department of Commerce
U.S. Department of Labor
U.S. Department of Transportation
Veterans Administration
Visa International
Whirlpool Corp.
Worldspan, L.P.

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Cultural Competence in the Workplace

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REASON FOR ADDRESSING THE ISSUE

Today's workforce is diverse. The success of young employees will depend on their understanding, respecting, and interacting effectively with supervisors, co-workers and customers from different racial, ethnic, and cultural backgrounds.

AIM OF THIS LESSON

This lesson offers an introduction to understanding and practicing cultural competence. It aims to help young workers recognize cultural differences among themselves, their supervisors and coworkers, and to appreciate the advantages of a diverse workplace. It is designed to increase their awareness of how culture can affect employee and business relationships.

THINGS TO CONSIDER

- Becoming a culturally competent person is a complex process. This introductory lesson is a starting point for student exploration and growth.
- Keep in mind that discussions related to cultural differences offer potential for miscommunication and misunderstanding. You might ask the class to set ground rules for discussion such as: "acknowledge that because culture includes one's core beliefs, values, and attitudes, and because these may be different among the group, it is important to be respectful." However, you should let the students know that it is permissible to make mistakes or to say "the wrong thing" as long as it is not done in a hurtful manner.
- Make a plan for how you will describe yourself for Step 2 of the lesson.

BACKGROUND FOR THE LESSON

Useful definitions

CULTURE:

Patterns of human behavior that include thought, communication, language, practices, values, customs, courtesies, rituals, ways of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious, or social group.

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CULTURAL COMPETENCE IN THE WORKPLACE:

The ability to work effectively in cross-cultural situations in the workplace. It is the process of understanding and respecting the cultural differences of employers, supervisors, co-workers, and customers and effectively communicating and functioning with people of similar and different racial, ethnic, and cultural backgrounds. Cultural competence includes being able to predict, avoid, and resolve workplace tensions and develop effective relationships with supervisors, co-workers and customers based on mutual understanding.

PRACTICING CULTURAL COMPETENCE

The information below appears in a slightly different form on the student handout "Practicing Cultural Competence."

COMMUNICATION

One way to avoid misunderstandings between people is to remember the importance of language. By working towards "terminology consensus" or a common understanding of words with your co-workers," you will all begin to speak the same language. But you must also remember that communication is not just verbal. You will need to remain sensitive to body language as well.

Certain behaviors will help you to better understand, and work with, co-workers who may have different cultural backgrounds from you. When they are speaking, listen actively and ask "enhancing" questions. When they are finished, try summarizing what they've said to see if you have properly understood it. Such practices will help you to better understand things from the other person's point of view, which is one of the goals of cultural competence.

CULTURAL DIFFERENCES/COMMON PRACTICES

In seeking to understand your co-workers, you can use generalizations about different cultures to help you, but don't forget that everyone is an individual. No one will fit perfectly into the mold of one culture. In addition to recognizing the cultural differences that probably exist in your workplace, you can also work towards finding common ground with your co-workers.

At the same time, a high level of "common ground" is not a necessity for good workplace relations. The following quote is a helpful perspective: "Common practices, not common values, are what solve practical problems. The differences in values should be understood, the differences in practices should be resolved." Don't interpret different as abnormal or wrong.

TEACHING TOOLS

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- Student handout: "Cultural Differences in the Workplace"
- Student handout: "Cultural Misunderstandings"
- Handout: "Answer sheet to student handout: Cultural Misunderstanding"
- Overhead: "Who has the Advantage?"
- Student handout: "Practicing Cultural Competence"

LESSON

1. Tell students that they will be discussing how to become culturally competent people. Write the words CULTURAL COMPETENCE IN THE WORKPLACE on the chalkboard. Point out that the word "cultural" comes from the word "culture" and that "culture" can be defined as *the practices, behaviors, beliefs, and values of specific group of people, usually racial, ethnic or religious groups.*

   Ask the students for examples of different cultures. Now ask for examples of what it means to be competent in different areas—for example, in sports, languages or professions. Have them develop a definition of "cultural competence" similar to:*Respecting, valuing, working, and getting along well with people from different cultural backgrounds.*

2. Now tell the students that you are going to give yourself a "cultural introduction." Ask them to note, as you describe yourself, all the possible cultures or groups that you belong to. (Example description: "I am a 25 year old, Hispanic woman. My people came from Northern Mexico. I can speak Spanish. I am a Protestant. I have a middle-class income and live in the suburbs. I am an educator and a parent. My hobby is hiking. I enjoy hip hop and alternative rock.") When you finish, list on the chalkboard the different cultural possibilities that the students identify from your description. These could include:

   - age
   - race/ethnicity
   - gender
   - religion
   - economic status
   - neighborhood
   - profession
   - interest groups

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Ask for volunteers to introduce themselves in a similar way. After each description, add additional cultural possibilities to the list. (If you plan to deliver the lesson, "Sexual Orientation in the Workplace" and if students don't identify "sexual orientation" as a cultural possibility, consider adding it to the list.)

Ask students to think about their current or past place of employment and to describe the various cultures of their supervisors and co-workers. Add to the list if additional cultures are identified.

3. Distribute the handout "Cultural Differences in the Workplace." Read and briefly discuss the ways in which people might differ on important workplace interactions and behaviors. Have the students discuss how they view these examples as a result of their own cultural beliefs. Facilitate discussion by asking some of the following questions:

   - In your culture is it okay to talk in the break room about problems you might be having at home? If it's okay, how might that affect someone from another culture that believes it is inappropriate?
   - Do you look your boss—or someone older than you—directly in the eye? If you are from a culture that that does not, how might you be perceived by those from cultures that value eye contact?
   - How do you express disagreement with your co-workers? With your boss? Do you think the way you handle conflict is related to your culture? Being male or female? Your ethnic background? Your age? How do you think others view the way you handle conflict in the workplace?

4. Now have the students form teams of three or four. Distribute the handout, "Cultural Misunderstandings" and give the teams a few minutes to discuss why the misunderstandings took place.

   Have the teams share their ideas about the causes of the misunderstandings with the whole group. Use the answer sheet for the handout to verify or clarify their answers.

   Now have the students brainstorm what could have been done to prevent the misunderstandings described on the handout. Answers could include:

   - Understanding the cultures of those with whom you are interacting
   - Not assuming that everyone does everything the same way
   - Understanding that your way is not the only "right" way
   - Observing how those of different cultures act and feel about situations and issues

- Asking advice from people of the culture in which you are working

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Ask the students whether it would have been advantageous to have people from other cultures on their teams. For example, would it have helped if their team had included a student with Japanese background who could share how feedback is offered in that culture?

5. Tell students that having a diverse workforce can be an advantage. Display the overhead, "Who has the Advantage?" Have the students discuss the two teams described on the overhead. Ask the group why Team B could have the advantage over Team A in developing and marketing the scooter. List their ideas about the advantages of a diverse team on the chalkboard. These should include:

   - Having different knowledge and experiences
   - Offering different approaches to solving problems
   - Relating to different groups of consumers.

   Now ask the group to identify some of the difficulties Team B might have working together. These might include:

   - Communication problems because of age, gende, or ethnic background
   - Problems trusting people different from one's self
   - Different work styles because of age or ethnicity.

   Using the two teams as an example, ask the students whether they think overcoming their difficulties in the workplace could make good economic sense? Why could it make good sense to them personally to get along with employers, supervisors, or co-workers different from themselves?

6. Distribute the handout "Practicing Cultural Competence." Read and discuss it with the students. Have them consider how the information about listening, treating people as individuals, and developing common practices might help Team B on the overhead. Ask them to comment on how they might use this information at their workplaces.

7. To reflect on what they have learned, ask students to respond to the following questions:

   - What about your own culture makes you valuable in your workplace?
   - Do people from different cultures work well together at your workplace? If so, what are some examples of this? Why do you think they get along well?

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- Have you felt tension at your workplace because of cultural differences? If so, how might you use what you have learned in this lesson to improve the situation?
- Do groups of students at your school have specific practices and behavior that might be considered a culture? For example, scholars, athletes, skate-boarders, "tweekers." If so, describe these cultures and make a few suggestions about how the student body could practice cultural competence.

ADDITIONAL ACTIVITIES

SHORT

- Have students develop and perform roleplays that demonstrate the differences and similarities of various cultures. Have them show how cultural misunderstandings can be solved.
- Have students identify stereotypes attached to various cultural groups and discuss why these could be harmful.
- Have students choose a day at work to note how their culture may be affecting their actions, reactions, and opinions. Have them write about their findings in their journal.

MID-LENGTH

- Have students develop a "test" of cultural competence. Example questions might be: What is "cultural competence?" What listening techniques can help people better understand those from different cultures?
- Have students invent a person from a new culture, place him or her in a diverse workplace, and write a short story about what happens.
- Have students develop a market plan to sell a product in a different country.
- Have students design and produce posters that inform other teens about how to respect and celebrate diversity.

LONG/INDEPENDENT

- Have students interview people from different cultural groups about the attributes of a good worker and then assemble their findings in a chart, graph, or short report.
- Help students identify a local company with a diverse group of employees that is successful at helping them communicate, making them feel welcome, using all their skills, and where supervisors have good methods for taking advantage of diversity and resolving cultural conflict. Facilitate a student analysis of this workplace and have students report their findings in an appropriate class or workshop.

- Have students create diversity handbooks or brochures to distribute to other teens that describe ways to get along with others in the workplace.

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RELATED TOPICS FOR STUDY OR RESEARCH

Non-verbal communication: how gestures and their usage vary by culture, the importance of body language

Changing demographics of the workplace: which workplaces have gone from monocultural to multicultural, the causes behind the changing demographics

Affirmative Action: what is Affirmative Action, history of Affirmative Action

Gender: how does gender affect one's workplace behavior and expectations, do women and men have different managerial styles

Communication styles: in-depth study of how styles and methods of communication vary by culture, do men and women have different communication styles and if so what is the significance of that

Student handout

Cultural Differences in the Workplace

- **Etiquette** (or what is considered to be polite behavior): Proper etiquette varies by culture. For example, your culture affects what you consider to be appropriate workplace conversation. People from some cultures think it is impolite to discuss personal or family matters or to talk about money with co-workers.
- **Communicant and communication styles:** People from different cultures pay more or less attention to the non-verbal element of communication, such as eye contact or speaking in a loud or soft voice. Also cultures vary in the level of assertiveness they consider appropriate in communication.
- **Work habits:** Cultures differ on how to approach tasks, how to manage information, and have different standards for what is considered a valid source of knowledge. For example, people from some cultures make decisions by consensus (the decision is discussed until everyone agrees); people from other cultures expect the manager or boss to make the decisions.
- **Hierarchy:** Cultures differ on the importance of rank or authority. Beliefs about hierarchy affect how people think managers should treat their employees.
- **Conflict:** In some cultures, outright conflict (i.e., yelling, using strong language, stating flatly that you disagree) is considered an acceptable, sometimes healthy way of dealing with a problem. For other cultures such open conflict is to be avoided at all costs.
- **Uncertainty Avoidance:** This is the attempt to avoid uncertainty, change, or an unpredictable outcome. Those cultures with a higher degree of uncertainty avoidance are anxious in the face of change, and are more likely to oppose it, while cultures with a lower degree of uncertainty avoidance suffer less anxiety when faced with an uncertain outcome, and are more likely to welcome change
- **Approach to a Specific Job:** In some cultures (typically Euro-American ones), the way to approach a task is to simply take it, and let relationships with team members develop as they may.
  For other cultures (such as Asian and Hispanic ones), an important first step in working on a project is building relationships with your co-workers.

Student handout

Cultural Misunderstandings

1. An American chief executive officer brought a dozen red roses to his German client's wife. Why did the American lose the client?

2. Dining with a French client in a five-star restaurant, an American banker drank her beer straight out of the bottle. Why did she lose her client?

3. An American supervisor on an oil rig in Indonesia shouted at his employee to take a boat to shore. Why did a mob of outraged workers chase the supervisor with axes?

4. A cologne for men pictured a country scene with a man and his dog. Why did the cologne sell poorly in Islamic North Africa?

5. An American business person refused a cup of coffee from a Saudi businessman. Why did the negotiations become stalled?

6. A Japanese manager in an American company was told to give critical feedback to an employee during a performance evaluation. Why did it take five tries for the American employee to understand his manager?

7. *Time Magazine* ran an ad in Spanish in its Brazilian edition. Why was it unsuccessful?

8. Why was there confusion when an American company proposed to a British company that they 'table' particular key points?

Answer sheet to student handout

Cultural Misunderstandings

1. An American chief executive officer brought a dozen red roses to his German client's wife. Why did the American lose the client?

   In Germany, offering **red roses** to a woman means: 'I love you.'"

2. Dining with a French client in a five-star restaurant, an American banker drank her beer straight out of the bottle. Why did she lose her client?

   In France, drinking from the bottle is impolite behavior. (In a formal setting, this would probably be impolite in the US too.)

3. An American supervisor on an oil rig in Indonesia shouted at his employee to take a boat to shore. Why did a mob of outraged workers chase the supervisor with axes?

   One never berates an Indonesian in public.

4. A cologne for men pictured a country scene with a man and his dog. Why did the cologne sell poorly in North Africa?

   In Islamic North Africa, a dog is considered unclean and a sign of bad luck.

5. An American business person refused a cup of coffee from a Saudi businessman. Why did the negotiations become stalled?

   Saudi people consider refusing the offer of coffee or tea to be insulting.

6. A Japanese manager in an American company was told to give critical feedback to an employee during a performance evaluation. Why did it take five tries for the American employee to understand his manager?

   Japanese use a high context language and are uncomfortable giving direct and possibly confrontational feedback.

7. *Time Magazine* ran an ad in Spanish in its Brazilian edition. It didn't work well.

   Portuguese—not Spanish—is spoken in Brazil.

8. Why was there confusion when an American company proposed to a British company that they 'table' particular key points?

   To Americans, "tabling a motion" means to not discuss it; the same phrase in Great Britain means to 'bring it to the table for discussion."

Student handout

Who has the Advantage?

Work Assignment: Develop a solar-powered scooter that can do up to 20 kilometers an hour, climb hills and be marketed internationally.

Team A

Rod: 50 yr old, American-born, male, college grad,

Jeff: 50 yr old, American-born, male, college grad

Todd: 50 yr old, American-born, male, college grad

Bill: 50 yr old, American-born, male, college grad

Chris: 50 yr old, American-born, male, college grad

Team B

Vita: 19 yr old, American-born, female, GED

Marie: 22 yr old, Puerto Rican, female, technical training

Lui: 30 year old, Chinese, male, technical training

Bob: 50 yr old, American-born, male, college grad

Shonda: 55 yr old, American-born, female, college grad

Student handout

Practicing Cultural Competence

Two Ideas about Communicating

1. One way to avoid misunderstandings between people is to remember the importance of language. By working towards a common understanding of words with your coworkers, you will all begin to speak the same language. But you must also remember that communication is not just verbal. You will need to remain sensitive to body language as well.

2. When people from a different cultural background are speaking, listen actively and ask "enhancing" questions. When they are finished, try summarizing what they've said to see if you have properly understood it. These practices will help you to better understand things from the other person's point of view.

Three Things to Keep in Mind

Cultural Differences/Individual Differences

You can use generalizations about different cultures to help you understand others, but don't forget that everyone is an individual. No one will have all the characteristics of one culture. In addition to recognizing the cultural differences that probably exist in your workplace, you can also work towards finding common ground.

Common Ground

The following quote is a good advice about working with those different from yourself: "Common practices, not common values, are what solve practical problems. The differences in values should be understood, the differences in practices should be resolved." Don't interpret different as abnormal or wrong.

Understand yourself

Keep in mind your own cultural beliefs and biases, and how they may be affecting your behavior and your interpretation of others.

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TEENS WORKING

STUDENT GUIDE

Turning Earning > Into Learning.

BEST COPY AVAILABLE

NAME:

JOB:

COMPANY:

TEENS WORKING

STUDENT GUIDE

Turning Earning > Into Learning

THIS PUBLICATION WAS DEVELOPED BY THE NORTHWEST REGIONAL EDUCATIONAL LABORATORY (NWREL) WITH FUNDS FROM THE U.S. DEPARTMENT OF EDUCATION OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT. THE CONTENTS, HOWEVER, DO NOT NECESSARILY REFLECT THE VIEWS OF THE ABOVE OR ANY OTHER AGENCY IN THE U.S. GOVERNMENT.

Do you and your friends think of your job as "just flipping burgers" or "just bagging groceries?" Well, hopefully this handbook can help change your mind about that. What might seem a simple, ho-hum job often involves skills highly prized by future employers—and valuable ones if you plan to own your own business.

WHAT OTHER STUDENTS SAY ABOUT THEIR JOBS >

1.

"I didn't think I was learning anything at the time—just stocking shelves so I could pay the insurance on my car. But I learned how to work with others to get the job done and how to show up for a job when I'd rather be somewhere else."

2.

"Those old guys really knew how to pace themselves. I think about them sometimes, up on the roof or hanging siding, and I slow down a little and save myself for the finish. I learned that on my first summer job."

3.

"It came to me the day I got my first paycheck and I was trying to figure out how much they took out for taxes there. I was using math and thinking about government and the other things we talked about in class."

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WHAT'S IN A JOB?

If you've got a job, you've got skills.

You've learned how to find a job and you're showing up ready to work. If you have been on your job for a while, you're probably meeting your employer's expectations by ➡

- ➡ **solving problems,**
- ➡ **using technology,**
- ➡ **managing time and**
- ➡ **working safely.**

And if you are successful at your job, you're undoubtedly practicing one of the most important skills of all: **Getting along well with others.**

In addition to all that, your job can help you practice what you learn in school and identify what else you need to know to reach your employment goals.

What you're learning today can lead you to a successful, satisfying career.

Take a close look at your job. It's offering you much more than a paycheck!

WHY LOOK CLOSELY AT YOUR JOB?

Here are a few reasons to look closely at your job, the jobs of others at your workplace and your workplace itself:

- ➡ To pin down what it is you're learning so you can tell future employers what skills you have
- ➡ To identify your job interests and abilities so you can choose satisfying jobs in the future
- ➡ To understand the connections between education, work and achieving your current and future goals
- ➡ To get recognition and credit for what you're learning at work

HOW DO YOU USE THIS GUIDE?

1. Set up a time with your teacher or staff person to make a plan of action to complete this guide.

2. Complete each activity in the guide according to your action plan.

3. Take risks, asking adults about what they learned on their first job—and be honest with yourself about those skills you need to improve.

3. Give your completed guide to the person who will assess and sign it.

4. Respond in a positive way to feedback on your work.

5. Don't stop thinking about what you can learn on your job and in school to help you move towards your career goal.

6. Refer to the guide, and what you learned from it, when applying for your next job.

7. Use the resources we list when questions or concerns arise.

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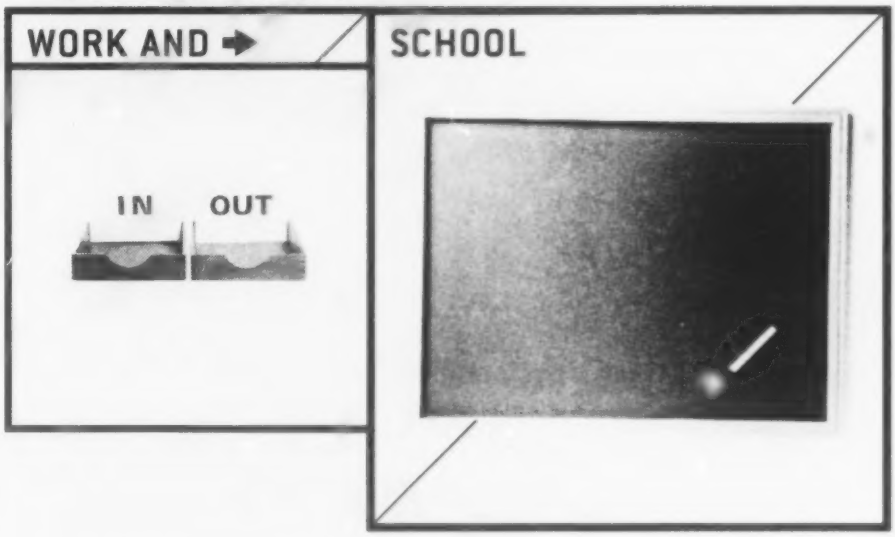
BALANCING



For whatever reason you're working, your job should not terrorize your high school career.

While your job can bring you the benefits of experience, knowledge, and income to help you get through high school and college, if not handled properly it can damage your high school experience by taking away from your time for sleep, homework, studying, and relaxation.

By taking the proper measures, you should be able to reap the benefits of a job while avoiding its possible pitfalls. Here are some tips to guide you:

Limit the total number of hours a week you work each week. If you are between 14 and 15, federal law already limits the hours you can work. During the school year, you can work 18 hours per week, and no more than three hours a day on a school day. There are no such restrictions for those 16 and older, although studies have indicated that those who work 20 or more hours a week perform less well in school.

How many hours a week do you work?

Don't work late at night. If you are between 14 and 15 years old, federal law prohibits you from working outside the hours of 7 a.m. to 7 p.m. (or 7 a.m. to 9 p.m. between June 1 and Labor Day). School is your top priority, and you need to wake up refreshed and ready.

What hours do you work?

Think in advance about cutting your hours during finals. Talk to your boss and see if she or he will be understanding about the matter.

Do you think your boss will understand?

Schedule your work days so they are compatible with your weekly academic schedule. For example, do you often have exams on Fridays? If so, then try not to work on Thursdays, so you won't have to stay up late Thursday evening to study.

How flexible is your schedule?

Finally, use your best judgment and resist pressure to take on extra hours or extra shifts. A good supervisor will understand that you need time for school and sleep.

Is it easy for you or hard to resist pressure?

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BASIC INFORMATION ABOUT

YOUR JOB

- Your name _____
- Company you work for _____
- Company address _____
- Your job title _____
- Your supervisor's first and last name (*or attach a business card*) _____
- Your supervisor's phone number and extension _____
- Length of time you've had this job _____
- How did hear about your job? (*networking, an agency or school, career fair, newspaper, job board*) _____
- How did you get your job? (*filled out application, interviewed, etc.*) _____
- Are you satisfied with your job? Why or why not? _____
- What challenges do you expect to encounter on this job? _____

BASIC INFORMATION ABOUT
YOUR FUTURE

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What type of job do you think you want in the future?

Why are you interested in this career? *for example, know someone working in the field, taken career interest tests, have special skills and abilities for this particular career, like the job you have and want to make a career of it.*

How might you get from where you are today to your future career? Be specific *community college degree, four-year college degree, graduate school, GED, finding a mentor, technical training, on-the-job training, etc.?*

What information would help you meet your career goals For example, what kind of education does this job require? What is important to have in a resume for this job? What are the opportunities for advancement?

FROM HERE TO THERE, OR TIPS TO GET YOU FROM
WHERE YOU ARE TODAY TO YOUR DREAM JOB

There are a multitude of things you can do, starting right now, that can help ensure your success in a chosen field. Some of these things will be pure work, while others can be fun.

△ Keep doing well in school!!

△ Take high school classes that are relevant to your interests. For example, do you want to be a doctor? Make sure to take all the biology and chemistry you can get. Do you want to be an architect? Take classes in math, art, graphic arts and/or computer-related courses.

△ Keep track of the skills you have. This guide will help you learn to recognize the skills you are developing.

△ Do well at your current job, and then ask for a reference before you leave. A strong reference will be a big help in getting future jobs.

△ Interview your co-workers. If you are interested in a career in the field in which you're currently working, talk to the people you're currently working with. Ask them how they got there, what they think you should do to get there, and so on.

△ Let people know what kind of job you're interested in. Some of them will probably end up giving you advice, keeping you in mind for any opportunities that crop up in the future, etc.

△ It's a small world. Develop a list of contacts. Studies estimate that 80 percent of jobs are obtained through personal contacts. Seriously! Since some people know more people who can get them a good job than do others, you should take the fullest advantage of the contacts you can make at your job and at school.

△ Participate in extracurricular activities that would be good for your future career. Do you want to be a fashion designer? Design the costumes for your school's plays. Do you want to be a graphic designer? Work for your school's newspaper. Do you want to work in politics/government? Run for a student office. If your student government sucks and/or has no power, change that! — it'll look good on a résumé.

△ Consider internships. They are a great way to get a feel for a job to find out why it's a good match for you. Many internships pay nothing, and many pay a stipend.

△ Develop a specialty. Do you want to be a sports newscaster? Study up on one sport in particular, become an expert in it.

△ Study the field; know what's going on in it. If relevant, know which current events will affect it and how.

△ Keep on learning!

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KNOWING ABOUT THE COMPANY
YOU WORK FOR

Organizations are often more complex than they appear. If you work for a large company or a franchise, a wide range of career opportunities may be open to you. If you work for a small company, you may have the chance to practice a wide variety of skills. Consider the following questions about the company you work for.

PRODUCTS AND SERVICE

1. What products and services does your company provide?

2. How are you involved in these products/services?

3. Who are the company's major competitors?

4. Is it a small, medium, or large business?

COMMUNITY CONNECTIONS

1. What other businesses does your company support by buying their supplies or services?

2. What is the history of the business? *For example, when did it start? How successful has it been?*

3. How does the business contribute to or profit from the local community?

ORGANIZATION STRUCTURE

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1. Who owns the company? *For example, a family, a local business, a national corporation.*

2. What is your company's management structure? *Who has the ultimate authority? Who is your boss's boss? Who does the hiring and firing? Hint: You might ask to see a flowchart of management responsibilities.*

3. Which, if any, of the employees at your company who aren't necessarily in management or upper-level positions nevertheless seem to have significant influence in the business? What about them do you think has gotten them this influence? These might be characteristics you could learn and practice.

4. How are decisions made at your company? *For example, who decides to offer a new product or service? Who decides to spend money to upgrade the facilities? Who decides to add more staff? Give an example of a decision that has affected you. Who made the decision?*

5. Do the employees belong to a union?

   If so, how does the union assist employees?

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EMPLOYEE QUALIFICATIONS

1. What education/training is required for your job? For your boss's job?

2. Does your company provide training for its employees? If so, what kind? If not, where else could you get this training?

3. If you want to be promoted, what do you need to do?

WORKING CONDITIONS AND BENEFITS

1. What are entry-level salary ranges for various jobs at your company and what could you expect to earn if you stayed for while?

2. What kinds of benefits does your company offer you for example, health insurance, vacation time, pension plans, tuition/training?

3. Is there a probation period before you get benefits?

HEALTH AND SAFETY RULES AND REGULATIONS

1. Are there any health and safety concerns at your company? How have you been prepared to deal with them?

2. Are there governmental agencies that regulate or oversee your company's activities for example, Bureau of Labor and Industry, Department of Health and Sanitation, Occupational Safety and Health Administration (OSHA)?

3. What is the impact of the rules and regulations on your company? On your own job?

EMPLOYEE RIGHTS AND RESPONSIBILITIES

1. What are your rights as an employee?

2. What are your responsibilities as an employee?

3. What can you do if you feel your employee rights have been violated?

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DESCRIBING YOUR JOB

1. Attach a written job description on the next page. If you do not have one, write your own job description here or on the next page if you need more room.

2. If you got promoted, what would you do to retrain your replacement so he/she would be successful?

POST YOUR JOB DESCRIPTION HERE

(Or write one of your own if there's not enough room on the previous page.)

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WHAT YOU ARE REALLY DOING ON THE JOB

When you were hired, you were probably hired to do a certain job. Your job description outlines your major responsibilities. However, workers are often called upon to do more than what they were hired to do—or they voluntarily take on additional responsibilities. Think carefully about what you do on the job and list below tasks/responsibilities that are not on your job description.

EXAMPLES

- move furniture and supplies
- train new employees

Tasks in my job description I never really do	Tasks I do that are not in my job description:
1.	1.
	2.
2.	3.
	4.
3.	5.
	6.
4.	7.
	8.
	9.

To complete these tasks, do you use any skills that you could put on your resume? If so, what are those skills?

LEARNING → WORKING → LEARNING → WORKING...

Sometimes it's difficult to see how what you learn in school is used at work. However, you may be surprised how useful "academic" skills are in the workplace. Listed below are subjects that you may have studied or skills you may have practiced in school. Identify what you have learned and explain how you—or others at your workplace—are using these subjects and skills. Predict how you might use them in future jobs, or your career, or life outside of work.

EXAMPLE

MATH

SKILL/KNOWLEDGE: *Calculating percents*

HOW YOU USE IT ON YOUR JOB: *Taking percents off (like 30 percent off when a store has a sale)*

HOW OTHERS USE IT AT YOUR WORKPLACE: *Payroll clerk uses to figure tax*

HOW YOU MIGHT USE IT LATER IN LIFE OR FUTURE WORK: *Figuring loans to get my truck*

WHAT ELSE YOU MIGHT NEED TO KNOW ABOUT MATH AND HOW YOU CAN LEARN IT: *To figure mileage, loads, business taxes; got what I need in pre-algebra.*

MATH

Skill/knowledge: _____

How you use it on your job: _____

How others use it at your workplace: _____

How you might use it later in life or future work: _____

What else you might need to know about math and how you can learn it: _____

SAMPLE SKILLS:

- ✔ Computing fractions
- ✔ Determining ratios
- ✔ Budgeting money
- ✔ Using calculators
- ✔ Doing estimates

SAMPLE SKILLS:

- ✔ Calculating boiling points/ melting points
- ✔ Studying microorganisms/germs
- ✔ Understanding physics: levers & pulleys
- ✔ Using chemistry (for example, stain removal)
- ✔ Taking good safety precautions

SCIENCE

Skill/knowledge: _____

How you use it on your job: _____

_____

How others use it at your workplace: _____

_____

How you might use it later in life or future work: _____

_____

What else you might need to know about science and how you can learn it: _____

_____

SAMPLE SKILLS:

- ✔ Following directions on posted sign
- ✔ Ordering supplies from a list or catalog
- ✔ Understanding written directions or memos
- ✔ Doing research

READING

Skill/knowledge: _____

How you use it on your job: _____

_____

How others use it at your workplace: _____

_____

How you might use it later in life or future work: _____

_____

What else you might need to know about reading and how you can learn it: _____

_____

SAMPLE SKILLS:

- ✔ Writing instructions
- ✔ Composing a letter
- ✔ Taking notes
- ✔ Writing reports

WRITING

Skill/knowledge: _____

How you use it on your job: _____

_____

How others use it at your workplace: _____

_____

How you might use it later in life or future work: _____

_____

What else you might need to know about writing and how you can learn it: _____

_____

ART

Skill/knowledge:

How you use it on your job:

How others use it at your workplace:

How you might use it later in life or future work:

What else you might need to know about art and how you can learn it:

SAMPLE SKILLS:

- ✔ Designing a Web page
- ✔ Decorating a room
- ✔ Creating a stage set
- ✔ Designing costumes
- ✔ Marketing/sales (creating advertisments, etc.)

COMMUNICATING

Skill/knowledge:

How you use it on your job:

How others use it at your workplace:

How you might use it later in life or future work:

What else you might need to know about communicating and how you can learn it:

SAMPLE SKILLS:

- ✔ Speaking
- ✔ Listening
- ✔ Giving instructions
- ✔ Training others

USING TECHNOLOGY, ESPECIALLY THE COMPUTER

Skill/knowledge:

How you use it on your job:

How others use it at your workplace:

How you might use it later in life or future work:

What else you might need to know about technology and how you can learn it:

SAMPLE SKILLS:

- ✔ Publishing a newsletter
- ✔ Using the Internet to do research
- ✔ Collecting and using data (data on sales totals, etc.)

PROBLEM SOLVING

SAMPLE SKILLS:

- ✔ Knowing what to do in an emergency
- ✔ Thinking before acting
- ✔ [illegible]ing smart instead of [illegible]cting mad
- ✔ Analyzing alternatives

Skill/knowledge: _____

How you use it on your job: _____

How others use it at your workplace: _____

How you might use it later in life or future work: _____

What else you might need to know about probelm-solving and how you can learn it: _____

GROUP AND TEAM SKILLS

SAMPLE SKILLS:

- ✔ Being friendly
- ✔ Cooperating with others
- ✔ Pitching in when needed
- ✔ Clarifying reponsibilities
- ✔ Respecting differences
- ✔ Utilizing diversity

Skill/knowledge: _____

How you use it on your job: _____

How others use it at your workplace: _____

How you might use it later in life or future work: _____

What else you might need to know about team skills and how you can learn it: _____

DEVELOPING AND DEMONSTRATING SKILLS ON YOUR JOB

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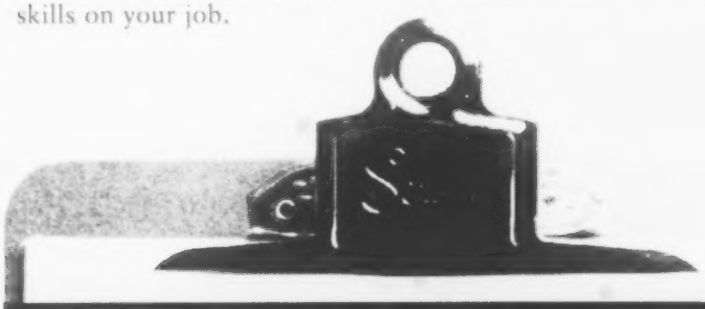
Most employers expect many of the same skills and abilities from their workers. Check whether you are practicing the skills listed below. If you are, give specific examples of how you are using the skills on your job.



MANAGING RESOURCES

	YES	NO	IF YES, GIVE EXAMPLE
EXAMPLE:	*x*		*I help prepare weekly shift schedule*
Make/keep schedules			
Prioritize your time			
Keep records of time, supplies, or money			
Use materials efficiently			
Provide helpful feedback			

FINDING AND USING INFORMATION

	YES	NO	IF YES, GIVE EXAMPLE
Get information needed to do your job			
Organize/maintain files			
Communicate information to customers/co-workers			
Use computer to process information			
Assemble/organize supplies			
Working with numbers/words			
Maintaining confidentiality			

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UNDERSTANDING SYSTEMS

	YES	NO	IF YES, GIVE EXAMPLE
Following chain of command			
Understanding that your work affects the work of others			
Correcting your own mistakes			
Predicting problems and making plans to deal with them			
Suggesting ways to improve how things are done			

USING TOOLS AND TECHNOLOGY

	YES	NO	IF YES, GIVE EXAMPLE
Selecting the right tools or technology for tasks			
Operating common office equipment			
Operating a computer			
Using keyboard to input and retrieve information			
Troubleshooting, making minor repairs on equipment			
Reporting problems with equipment			

MANAGING YOUR "PEOPLE SKILLS"

People are hired and develop successful careers in large part because they get along with others and can deliver excellent customer service. Assess your people skills on the scales below and give specific examples from your job of why you rate yourself as you do. **BE HONEST WITH YOURSELF: THIS IS NOT A TEST.**

EXAMPLE:

PARTICIPATE AS A TEAM MEMBER

BAD NEWS | NOT BAD BUT COULD BE BETTER | JUST OK | QUITE GOOD | I'M GREAT!

Example from my job showing why I rated myself this way:

I have a co-worker who is learning disabled and, although I know she is part of the team and can do most everything, I get impatient.

PARTICIPATE AS A TEAM MEMBER

BAD NEWS | NOT BAD BUT COULD BE BETTER | JUST OK | QUITE GOOD | I'M GREAT!

Example from my job showing why I rated myself this way:

COMMUNICATE IDEAS TO OTHERS SMOOTHLY

BAD NEWS | NOT BAD BUT COULD BE BETTER | JUST OK | QUITE GOOD | I'M GREAT!

Example from my job showing why I rated myself this way:

WORK OUT AGREEMENTS, COMPROMISE, AND SOLVE PROBLEMS WITH OTHERS

BAD NEWS | NOT BAD BUT COULD BE BETTER | JUST OK | QUITE GOOD | I'M GREAT!

Example from my job showing why I rated myself this way:

RESPECT PEOPLE OF DIFFERENT GENDERS, BACKGROUNDS, CULTURES, AND AGES

BAD NEWS | NOT BAD BUT COULD BE BETTER | JUST OK | QUITE GOOD | I'M GREAT!

Example from my job showing why I rated myself this way:

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SERVE CUSTOMERS BY DETERMINING THEIR NEEDS AND ENSURING THAT THEY HAVE A PLEASANT EXPERIENCE

BAD NEWS | NOT BAD BUT COULD BE BETTER | JUST OK | QUITE GOOD | I'M GREAT!

Example from my job showing why I rated myself this way:

TEACH SKILLS TO OTHERS AND PROVIDE HELPFUL FEEDBACK

BAD NEWS | NOT BAD BUT COULD BE BETTER | JUST OK | QUITE GOOD | I'M GREAT!

Example from my job showing why I rated myself this way:

BE SUPPORTIVE OF CO-WORKERS TO HELP THEM BE SUCCESSFUL

BAD NEWS | NOT BAD BUT COULD BE BETTER | JUST OK | QUITE GOOD | I'M GREAT!

Example from my job showing why I rated myself this way:

DEALING WITH THE BOSS AND AUTHORITY

BAD NEWS | NOT BAD BUT COULD BE BETTER | JUST OK | QUITE GOOD | I'M GREAT!

Example from my job showing why I rated myself this way:

RETURNING ON TIME FROM BREAKS AND LUNCH

BAD NEWS | NOT BAD BUT COULD BE BETTER | JUST OK | QUITE GOOD | I'M GREAT!

Example from my job showing why I rated myself this way:

REFLECTION ON WORKPLACE SKILLS

Look back over the last four pages. Regarding these "skills employers want," what are your strong points? *Don't be modest: Add as many as you can!*

Strong point **#1**:

Strong point **#2**:

Strong point **#3**:

Got more? List them:

If there are any skills you would like to gain or improve upon but don't have an opportunity to practice at work, use the classroom to practice.

Select two workplace skills you would like to improve upon and make a "plan of action" for gaining or polishing each skill. If you need creative ideas or strategies, talk with your friends, teachers, boss, parents ....

SKILL 1:	SKILL 2:
My plan of action for improvement	My plan of action for improvement

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USING YOUR PERSONAL INTERESTS

How do you spend your time away from school, work, and family responsibilities? Sports? Music? Shopping? You're probably developing skills through your personal interests that can help you be successful on the job. Your activities might offer clues to a satisfying career. List your interests below and record how you use these skills today and how you might use them in the future.

➡ EXAMPLES

INTERESTS	USING THESE SKILLS ON THE JOB TODAY	USING THESE SKILLS IN A FUTURE CAREER
1. Playing baseball	Work as a team member In good physical shape	Work well with co-workers
2. Hanging with friends	People skills, listening	Skills as a career counselor
1.		
2.		
3.		
4.		
5.		
6.		

REFLECTING ON THE COMPANY YOU WORK FOR

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You've thought a lot about your company. Now apply what you've learned about your workplace to thinking about a future career. Consider the following questions and record your tnoughts in the space below-or discuss them with your school staff member.

- What aspects of your company/organization interest you most?

What aspects are not interesting?

How can this information help you make career decisions?

- Are there positions in the organization that relate to your current career interests?

If so, which are they?

How would you go about applying for one of these positions?

- Would you consider a career with this company? Why or why not?

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MORE REFLECTING

Considering all the information you thought about, discussed, and recorded, answer the following questions.

What were the three most interesting things you discovered by looking closely at your job?

1.

2.

3.

What was something that surprised you about your job? Your skills?

What was something that made you feel good about yourself?

What skills do you need to improve or develop for your current job? For your career?

What academic courses could you take to help you with your job? To prepare you for your career?

Who would be a good person to talk to about your career goals?

VISUALIZING YOUR CAREER

Throughout this guide, you have thought about your workplace, job, and career interests. Draw, attach a photo, or paste up a collage of your current job in the space to the left. In the space to the right, visualize your future career and do the same. Now think about expressing some of this same information in a different way. First think about your current job. Then your future career. Present a summary of your thoughts in a new way, such as a poster, a drawing, a speech, a photo essay, video, computer presentation, song, etc.

2000 / 2001 / 2002 / 2003 / 2004 / 2005 / 2006 / 2007 / 2008 / 2009 / 2010 / 2011 / 2012 / 2013 / 2014 / 2015 / 2016 / 2017 / 2018 / 2019 / 2020 / 2021 / 2022 / 2023 / 2024 / 2025 /

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MORE IDEAS FOR MAKING YOUR JOB
WORK FOR YOU

Here are some additional ways you could use your job to help you move towards a successful, satisfying career.

AT WORK

- Interview employees in different positions at your workplace about the pros and cons of their jobs, how they got them, and what training was required.
- Get to know people in different departments, regular customers or clients, vendors, suppliers and others doing business with your company; observe them at work and inquire about their jobs.
- Find a mentor who can support and advise you about working and your career.
- Look for opportunities to learn new skills; volunteer to do something outside your regular job duties.
- Model your work performance on that of a particularly skillful worker, especially someone who gets along well with others.

IN THE CLASSROOM

- Create or update your resume using this guide to help you identify job skills.
- Practice job interviews using this guide to help you talk about your skills and job experience.
- Imagine you are 68 years old. Write "a letter from the future" to a young person telling him or her what you learned on your first job and how it helped you in your career.
- Make a time line of your life illustrating the interests, education, jobs and skills you acquired at different ages; predict what you will be doing in five, 10, 15 and 20 years and show with arrows how the skills you learned in your first jobs transfer to later jobs.

WRAPPING UP

TO THE STUDENT:

You have now taken a close look at how your job relates to school and career planning. Please check the statements below that best describe how you feel about the experience:

- O I found it useful. Why? _____

_____

_____

- O I did not find it useful. Why? _____

_____

_____

I would do this guide again when I change jobs. O Yes O No

TO THE SCHOOL STAFF MEMBER:

Please check one of the following statements. Sign and date upon successful completion of the entire guide.

- O This guide has been satisfactorily completed.
- O This guide has not been satisfactorily completed. The following needs to be done: _____

_____

_____

_____

_____

_____

_____

STAFF SIGNATURE

_____

DATE

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RESOURCES

The following list of resources, organized by topic, provides organizations, Web sites, and publications related to teens in the workplace.

The U.S. Department of Labor Web site (www.dol.gov) provides information on a host of issues relevant to the workplace as well as links to other Web sites and online resources.

WORKPLACE SAFETY

Teen Safety Hotline: 1-800-959-3652 or www.dol.gov/dol/teensafety.htmn

OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA)
www.osha.gov
200 Constitution Ave. N.W.
Washington, D.C. 20210

To speak with your regional OSHA office, call OSHA Public Affairs at 202-693-1999 and they can give you the number for your region. *OSHA: Employee Workplace Rights* (www.pueblo.gsa.gov/cic_text/employ/osha/ osha3021.html) is a publication covering employee rights and responsibilities regarding health and safety at the workplace. The information is available to sensory-impaired individuals by calling 202-219-8615.

NATIONAL INSTITUTE FOR OCCUPATIONAL SAFETY AND HEALTH (NIOSH)
www.cdc.gov/niosh
NIOSH, Centers for Disease Control
1600 Clifton Road
Atlanta, GA 30333
404-639-3061 or 1-800-356-4674

NIOSH can give you information about hazardous substances in the workplace. A poster highlighting teen safety rights on the job and a pamphlet entitled *Are You a Working Teen?-What You Should Know About Safety and Health on the Job* are also available by calling 1-800-356-4674. For the poster, request DHHS (NIOSH) Publication No. 98-120; for the pamphlet, DHHS (NIOSH) Publication No. 97-132. NIOSH, upon request, will hold confidential the name of any individual who asks for help.

SEXUAL HARASSMENT

U.S. DEPARTMENT OF LABOR, WOMEN'S BUREAU
www.dol.gov/dol/wb/welcome.html
200 Constitution Avenue – Room No. S-3002
Washington, DC 20210
1-800-827-5335 or 1-800-326-2577 (TDD)

The Women's Bureau operates a clearinghouse that provides information and guidance in several areas such as age, wage, and pregnancy discrimination; sexual harassment; and the Family and Medical Leave Act. For example, "Know Your Rights: Sexual Harassment" (www.dol.gov/dol/wb/public/ wb_pubs/sexual.htm) is an online brochure that describes what constitutes sexual harassment and explains how you can respond to it. For more information on the clearinghouse, call 202-219-4486 or check out the Web site at www.dol.gov/dol/wb/public/programs/house.htm.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION (EEOC)
www.eeoc.gov
1801 L Street N.W.
Washington, DC 20507
1-800-669-EEOC or 1-800-669-6820

For the EEOC office in your area, call 1-800-669-4000 (voice) or 1-800-669-6820 (TDD). For information on EEOC-enforced laws, call 1-800-669-EEOC (voice) or 1-800-800-3302 (TDD).

DISABILITIES

U.S. DEPARTMENT OF JUSTICE
www.usdoj.gov
950 Pennsylvania Ave.
Washington, D.C. 20530

This Web site also contains information on the Americans with Disabilities Act (www.usdoj.gov/crt/ada/adahom1.htm). "Fighting for the Rights of Employees with Disabilities", a guide produced by the Association of Federal, State, County, and Municipal Employees, is available online at www.afscme.org/wrkplace/disab_tc.htm. A sample accommodation request form and a sample discrimination complaint form can also be found on this Web site, as well as a list of interview questions no longer allowed under the ADA, and information on how to file a complaint.

LABOR RIGHTS

Information about the minimum wage is available at www.dol.gov/dol/esa/public/youth/mwtour1.htm. General Information on the Fair Labor Standards Act is available at www.dol.gov/dol/esa/public/minwage/mwposter.htm.

AMERICAN FEDERATION OF LABOR-CONGRESS OF INDUSTRIAL ORGANIZATIONS (AFL-CIO)
www.aflcio.org
815 16th Street N.W.
Washington, DC 20006
202-637-5000

The AFL-CIO Human Resources Development Institute, in cooperation with the U.S. Department of Labor, offers *It's Your Job ... These Are Your Rights*. This brochure for teens explains their rights under federal law, including information on pay, hours, and health and safety, as well as relevant phone numbers for each state labor department. Order from: AFL-CIO, Human Resources Development Institute, 815 16th Street N.W., Washington, DC 20006; 202-638-3912.

THE NATIONAL CHILD LABOR COMMITTEE
www.kapow.org/nclc.htm
1501 Broadway, Suite 1111
New York, NY 10036
212-840-1801

The National Child Labor Committee is a private, nonprofit organization that promotes the rights, dignity, and well-being of children and youth with regard to work. Through technical assistance, research, and public information, the Committee focuses its efforts primarily in four critical areas: helping prepare young people for adulthood and the world of work; preventing the exploitation of children and youth in the labor market; improving the health and education opportunities for the children of migrant farm workers; and increasing public awareness of the daily work done on behalf of the nation's children.

Working! A Guide for Young Adults, by B.S. Fraser (Washington, DC: National Institute for Work and Learning, Academy for Educational Development, 1992). This 10-page guide addresses school and work, earning and learning, the importance of a high school diploma, and worker rights and responsibilities. Order from: National Institute for Work and Learning, Academy for Educational Development, 1875 Connecticut Avenue N.W., Washington, DC 20009; 202-884-8000.

Work Safe This Summer: Employer's Guide to Teen Worker Safety (www.dol.gov/dol/opa/public/summer/employer.htm)

"NCL Alert: Five Worst Teen Jobs" is an article that can be found online at www.natlconsumersleague.org/child%20labor/worst1.htm

Cheap Raw Material, by M. Meltzer (New York: Viking Press, 1994). This book provides a history of child labor in the United States to the present, and has a chapter addressing questions a teen should ask before becoming employed.

**NORTHWEST REGIONAL
EDUCATIONAL LABORATORY**

Education, Career, and Community Program
101 SW Main Street, Suite 500
Portland, OR 97204

Phone: 503 / 275-9500
800 / 547-6339
Fax: 503 / 275-0443

Internet: http://www.nwrel.org